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ABSTRACT

This document contains both teaching suggestions and samples of instructional materials used in the Pittsburgh public schools' career education program at all levels. Suggested units of instruction include such topics as the Pittsburgh market, social security cards, job interviews, wage and benefit law, labor organizations, and consumer economics. Each unit offers possible classroom activities directed toward a specific behavioral objective and a listing of human and material resources. Appendixes include information on employment in the Pittsburgh area, working papers from the area office of student employment, various tests for job skills, a transportation schedule, and a listing of local postsecondary education programs. (KH)

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JOB ENTRY EMPLOYMENT PREPARATION

(J.E.E.P.)

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
PITTSBURGH PUBLIC SCHOOLS

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PITTSBURGH PUBLIC SCHOOLS

DIVISION OF OCCUPATIONAL,
VOCATIONAL, AND TECHNICAL EDUCATION

JEEP PROGRAM
(Job Entry Employment Preparation)

September, 1968

Revised -- January, 1972

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WHY WORK?

WHY WORK?

- Objective:** To provide some understanding of why people work and to motivate students toward gainful employment.
- Motivation Activity:** Conduct "brainstorming" activity with group of students concerning why people work. Set up rules for session by indicating that each student will give only one reason and no one can argue against or laugh at his reason. One student can list the reasons on the chalkboard for later discussion after all reasons are given. The class may wish to place the reasons in order of importance.
- Developing Core:** MONEY is usually the main reason most people work. Some work to do something interesting or to be useful. Others work to gain experience or to learn a business. Some wish to be with other people. MANY work so they will not need to depend on others. Work also has other value such as a feeling of accomplishment and self-fulfillment when a job is well done.
- WHAT WILL YOU DO WHEN YOU ARE OLD ENOUGH TO WORK? Will you want to get a job? Will you want to earn money? Will you want to be independent? Will you enjoy working?
- Other Activities:** Develop a matching game using the life stories of some outstanding people (emphasize the amount of work involved to be successful). Give the students a summary of the life of an individual and have them guess the name that may match the story. Use articles such as the feature on Bill Russell on page 3 for the story. Many books are available giving brief stories of famous people. Have the students form teams and compete for points if time permits. Continue to emphasize the work necessary in each case.
- Invite successful people to talk to group about work. Use individuals from the Pittsburgh area such as industrial leaders. Groups such as the Chamber of Commerce, Misterys, etc. will probably provide speakers for your class. If possible, try to obtain people who graduated from your high school or at least a Pittsburgh school. Inform the speaker that he should emphasize why students should work.

They Had a Dream

By GEORGE REASONS
Illustrated by Sam Patrick

Bill Russell

Bill Russell wasn't good enough to make the homeroom basketball team in the 9th grade at Hoover Junior High in Oakland, Calif.

Then he began to grow. By the time he was a senior at McClymonds High, Russell was a towering 6-foot-5 and a star on the school's championship varsity squad.

From then on, he never stopped to look back in his climb to the ranks of basketball's immortals.

Russell grew to 6-foot-10, toppled records right and left won countless honors, dominated the game for more than a decade and became wealthy in the process.

Then he capped his career by becoming the first black coach in any major league sport when he took over the helm of the Boston Celtics.

William Felton Russell's climb to the top began in Monroe, La., where he was born in 1934. When he was 8, his family moved to Oakland and his father went to work in a defense plant. His mother died a few years after their arrival in the California city.

RUSSELL grew up in Oakland and after graduation from McClymonds High moved on to the University of San Francisco on a scholarship.

He led USF to two NCAA titles, once chalking up a string of 60 successive victories, and made All American two years.

Russell was named the NCAA's most valuable player and player of the year by the Helms Athletic Foundation in 1955.

In 1956, he led the United States to the Olympic title in Australia.

Russell joined the Celtics in 1957, and it became one of the most successful teams ever assembled in the history of the game.

In his 13 years with the Celtics, the team won 11 NBA championships and was champion of the Eastern division 12 times.

The bearded giant, dubbed Bill "the stuffer," was undisputed king of the backboards and a defensive genius.

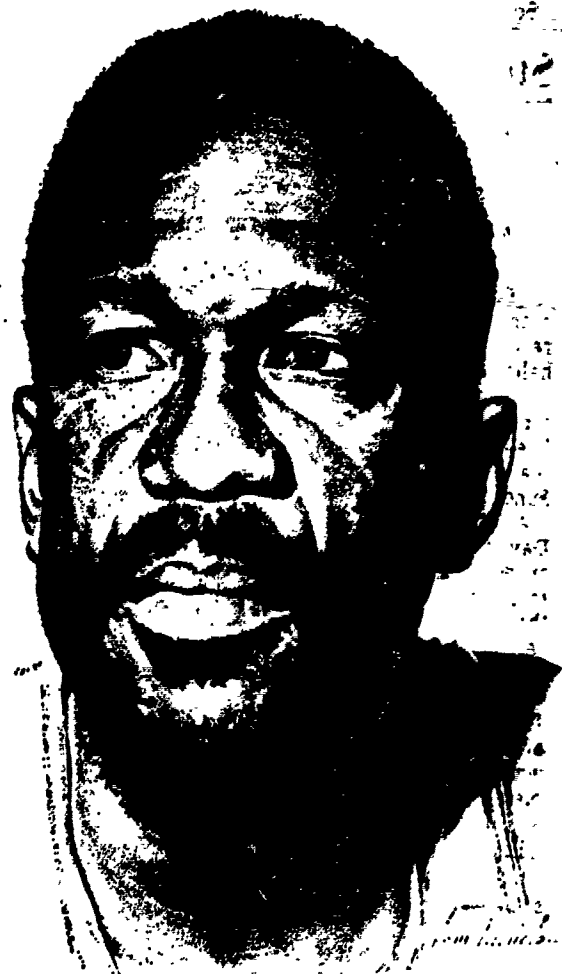
HE SET an all-time record of 21,721 rebounds and amassed a total of 14,522 points for a per game average of 15.1 in his professional career.

No one could handle him. An opponent once wryly noted "When he stretches out he's nine feet tall. There's no defense but an Army 45."

Russell was voted to the NBA all-star team every year he played and five times was chosen as the NBA's most valuable player.

Noted for his sense of humor, Russell also had a serious side which led him to be discontented despite his success. In 1963, he said,

"I consider my life to the present time a waste. I don't



consider anything I have done as contributing to society. I consider playing professional basketball as marking time, the most shallow thing in the world."

Three years later, Russell succeeded Arnold (Red) Auerbach as Celtic coach. As player-coach, he earned more than \$125,000 a year, the highest paid team athlete in the United States.

But his interest in the game waned and he quit in 1969 when he was earning more than \$200,000 annually because he refused to be a mercenary playing strictly for the money.

The accolades continued after his retirement. In 1970, the Associated Press voted him the basketball player of the decade and he was elected to NBA's Silver Anniversary Team.

This article is one of a series in the Pittsburgh Post-Gazette. A different person is featured each Tuesday. Back copies (past articles going back one year) are available at the Post-Gazette office, 50 Blvd. of Allies, Pittsburgh. Telephone BACK COPY DEPARTMENT at 263-1120 if you desire past articles.

Human Resources

School or public librarian for information on famous people.

B'nai B'rith Career Guidance Service.

Material Resources

Audio-visual materials.

THE PITTSBURGH JOB MARKET

THE PITTSBURGH JOB MARKET

- Objective:** To develop a knowledge of the Pittsburgh job market and the value of education related to the "world of work."
- Motivation Activity:** Ask the students to list various local jobs on the chalkboard. List them into two columns--one for entry jobs not requiring a high school diploma and the other for jobs requiring at least a high school education. Conduct a discussion on the job situation in Pittsburgh. Talk about the necessity of getting an education to meet the demands of the job in which they may be interested. Use the Chamber of Commerce and the Bureau of Employment Security information in Appendix I to help with this opening activity.
- Developing Core:** The Pittsburgh labor market area covers Allegheny, Beaver, Washington, and Westmoreland Counties. See the map on page 9.
- The Pittsburgh area has been dependent on two industries, steel and coal. Now there is a diversification of industries.
- The fact that Metropolitan Pittsburgh keeps expanding its industrial community is not well known. Over 6,000 different products are coming out of plants utilizing the skills of 259,218 men and women, whose combined income exceeds \$2.1 billion a year.
- The expectation for Pittsburgh's industrial future is bright. According to recent surveys, manufacturing firms plan to increase their capital outlays. For 1972, an 8 percent increase in spending over 1971 is expected by Pittsburgh area firms.
- Of the major manufacturing industries in the Pittsburgh area, the following industries employ the most people.
1. PRIMARY METAL INDUSTRIES.
 2. ELECTRICAL MACHINERY, EQUIPMENT, AND SUPPLIES.
 3. OTHER MACHINERY.
 4. FOOD AND KINDRED PRODUCTS.
 5. FABRICATED METAL PRODUCTS.
- Of the major industries in the area, the following information shows the industries with the largest number of plants.
1. PRINTING, PUBLISHING, AND ALLIED PRODUCTS.
 2. FABRICATED METAL PRODUCTS.
 3. FOOD AND KINDRED PRODUCTS.

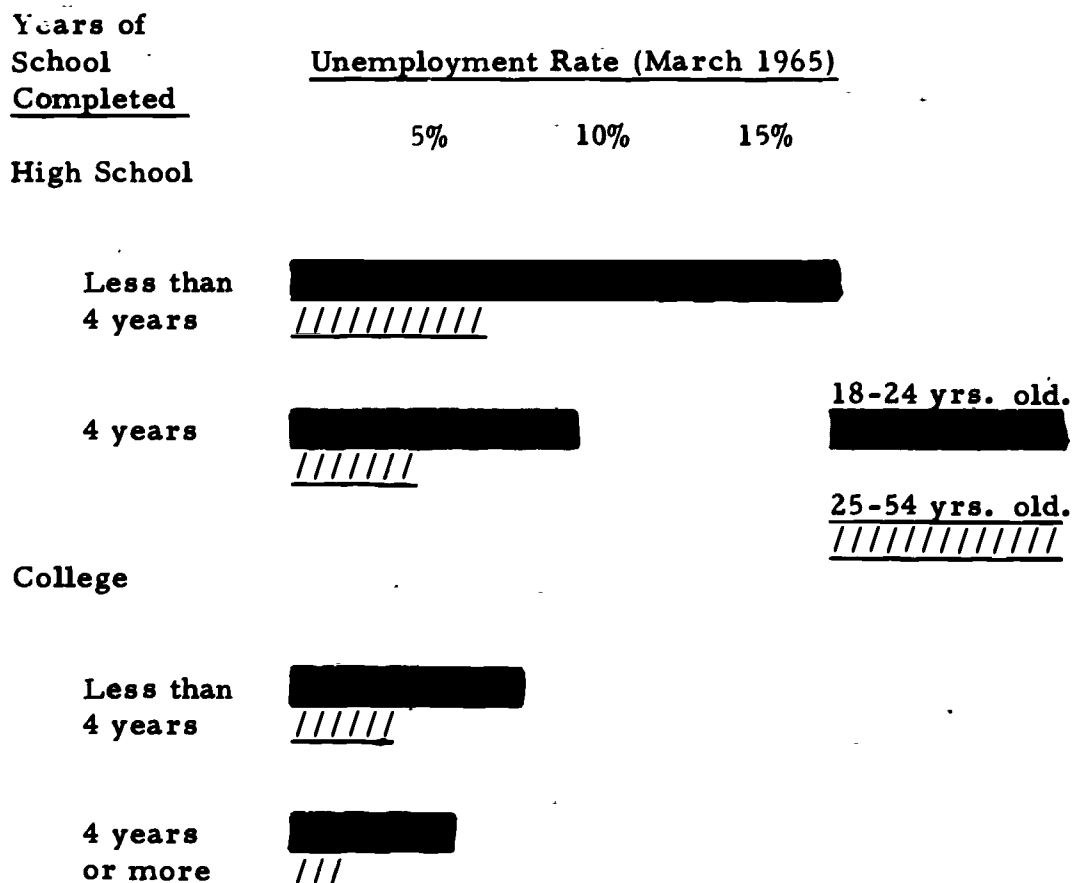
4. OTHER MACHINERY.
5. STONE, CLAY, AND GLASS PRODUCTS.

Some entry-level jobs in the Pittsburgh area are as follows:

NURSE'S AIDE	CLERK-STORE OR OFFICE
ORDERLY	CAR WASHER
PORTER	KITCHEN HELPER-HOSPITAL
CASHIER	MAILROOM HELPER
WAITER	SHIPPING CLERK
WAITRESS	BUSBOY
CUSTODIAN	STOCK BOY OR GIRL
USHER	GAS STATION ATTENDANT

The following chart shows the value of an education.

**UNEMPLOYMENT RATES ARE HIGHEST FOR
YOUNG WORKERS AND THOSE WITH
THE LEAST EDUCATION**



Source: Bureau of Labor
Statistics

Other Activities:

Invite a representative of the Chamber of Commerce to speak to the group on the Pittsburgh labor scene. Many industrial representatives are also willing to assist you with this activity.

Conduct a "rap session" with the students on their expectations in the Pittsburgh job market. Be certain to include information on unions and education, etc.

Discuss the preceding chart concerning unemployment as related to the "world of work."

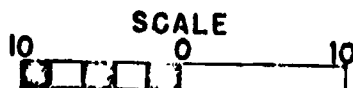
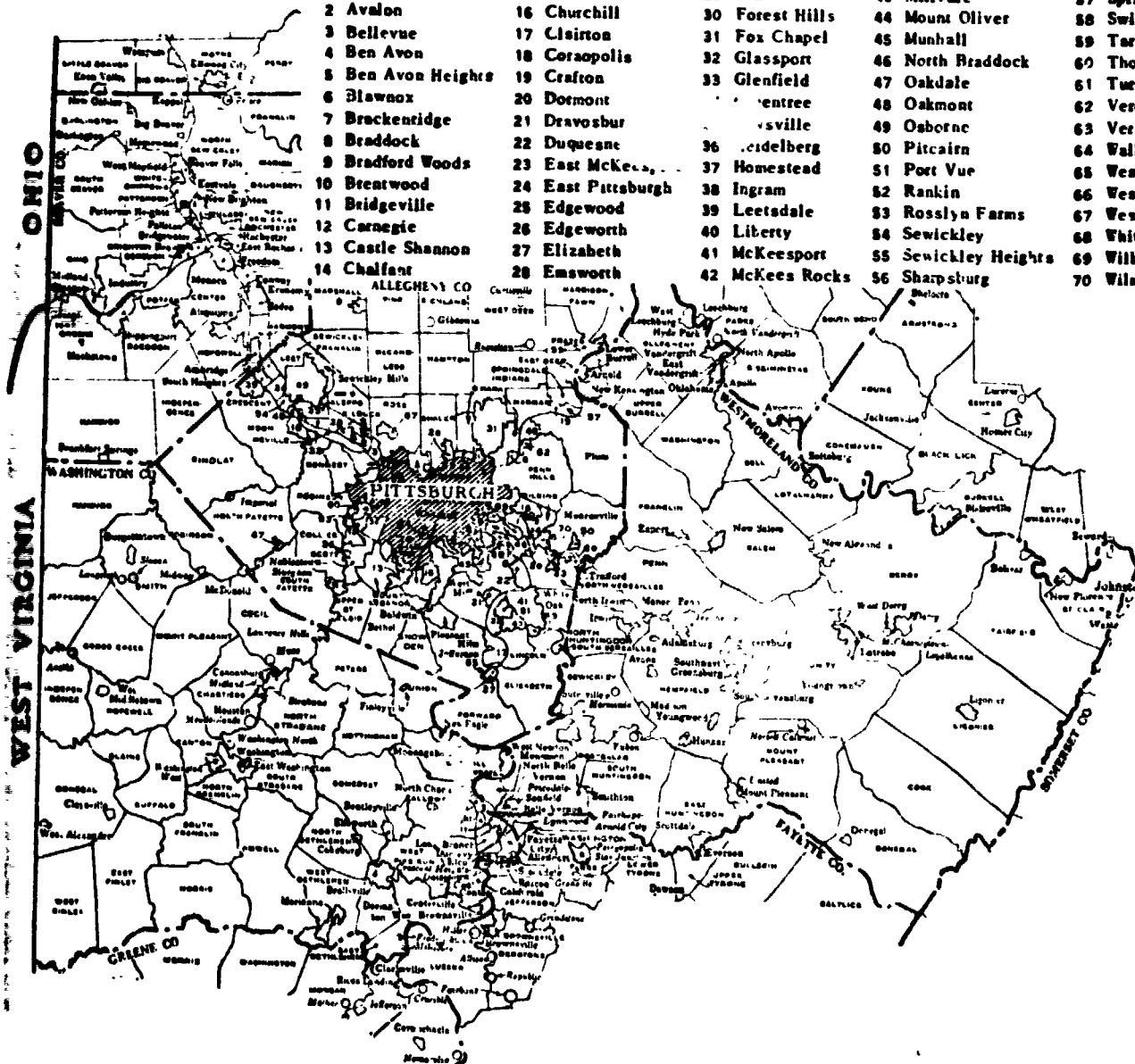
NOTE: THE PITTSBURGH AREA PUBLISHES A "LABOR MARKET LETTER" EACH MONTH. TO OBTAIN THIS LETTER, TELEPHONE 565-5350 AND ASK TO BE PLACED ON THE MAILING LIST. THERE IS NO CHARGE FOR THE PUBLICATION.

A Public Service COMMUNITY LABOR MARKET INFORMATION

PITTSBURGH LABOR MARKET AREA

BOROUGHES AND CITIES IN ALLEGHENY COUNTY

- | | | | | |
|--------------------|--------------------|-----------------|----------------------|-------------------|
| 1 Aspinwall | 15 Cheswick | 29 Etna | 43 Millvale | 57 Springdale |
| 2 Avalon | 16 Churchill | 30 Forest Hills | 44 Mount Oliver | 58 Swissvale |
| 3 Bellevue | 17 Clairton | 31 Fox Chapel | 45 Munhall | 59 Tarentum |
| 4 Ben Avon | 18 Coraopolis | 32 Glassport | 46 North Braddock | 60 Thornburg |
| 5 Ben Avon Heights | 19 Crafton | 33 Glenfield | 47 Oakdale | 61 Turtle Creek |
| 6 Blawnox | 20 Dormont | 34 Centree | 48 Oakmont | 62 Verona |
| 7 Brockersridge | 21 Dravosbur | 35 Heidelberg | 49 Osborn | 63 Versailles |
| 8 Braddock | 22 Duquesne | 36 Homestead | 50 Pitcairn | 64 Wall |
| 9 Bradford Woods | 23 East McKees | 37 Ingram | 51 Port Vue | 65 West Elizabeth |
| 10 Brentwood | 24 East Pittsburgh | 38 Leetsdale | 52 Rankin | 66 West Homestead |
| 11 Bridgeville | 25 Edgewood | 39 Liberty | 53 Rosslyn Farms | 67 West View |
| 12 Carnegie | 26 Edgeworth | 40 McKeesport | 54 Sewickley | 68 Whitaker |
| 13 Castle Shannon | 27 Elizabeth | 41 McKees Rocks | 55 Sewickley Heights | 69 Wilkinsburg |
| 14 Chalfant | 28 Emsworth | | 56 Sharpsburg | 70 Wilmerding |



Human Resources

The Central Coordinator and/or the School Coordinator can help with this unit.

Material Resources

Audio-visual materials.

Bureau of Employment Security--Job bank information.

SELF-EVALUATION

SELF-EVALUATION

Objective: To evaluate marketable skills and readiness for employment.

Motivation Activity: Give each student a small piece of paper (2" x 3") and ask them to write what they think they can offer an employer --five minute time limit. Ask them to turn the paper over and write what they think an employer can do for them. Ask them to compare. A group discussion should follow concerning marketable skills, expectations of employers, etc.

Developing Core: What kind of a job are you looking for? This job should be suited to your interests, your skills, your abilities, and your personality. Know what you like and dislike. Job success depends on enjoying your work.

A potential employer is interested in what an employee can do for the company. Most employers will ask this question during a personal interview for a job. Be prepared to answer this wisely.

Other Activities: Have each student complete a self-inventory such as the one on page 13.

If necessary, ask each student to list his "likes" and "dislikes" on the back of the inventory sheet.

Perhaps some students will desire to take pertinent aptitude, job competency, personality, intelligence, vocabulary, and arithmetic tests--all to be used only for self-inventory.

Invite a representative of the Pennsylvania State Employment Service to inform the students about the "employment counseling service" available--possibly some students can arrange to take advantage of this service.

Self-Inventory

Name _____ Date _____

1. What kind of work do I most enjoy at school? _____
2. What kind of work do I most dislike at school? _____
3. What are my special skills? _____
4. Do I like to work with people? _____
5. What is my immediate goal? _____
6. What would I like to be doing five years from now? _____
7. What preparation will be necessary to achieve this goal? _____
8. What kind of job would I like to have? _____
9. How much can I currently expect to earn in this job? _____
10. Do I possess the skills required for this kind of job? _____
11. Do I possess the education required for this kind of job? _____
12. Is my physical condition such that I could handle this kind of job? _____
13. Is my personality such that I could handle this kind of job? _____
14. The advantage of the kind of job I want are:
 1. _____
 2. _____
 3. _____
15. The disadvantages of the kind of job I want are:
 1. _____
 2. _____
 3. _____
16. Could I advance on this job without further education? _____
17. How could I be sure that I could advance on this job or advance to a better job? _____

Human Resources

You may wish to invite the school counselors to help with this unit.

Material Resources

Film: The Big Question: Choosing Your Career SM 443.3 28 min.

Tells how two high school students--a boy and a girl--went about choosing their career. With the help of their guidance counselor and parents, they learned how to take inventory of themselves--how to discover their strengths and weaknesses, and then compare these with the needs, demands, and challenges of various career possibilities.

Film: Habit Patterns SM 445.49 15 min.

Barbara is never prepared, never on time. Through the years, she has built up a set of disorderly habits that are spoiling her relations with her family as well as her teachers and friends. After a particularly unhappy experience, Barbara takes steps which, if repeated, will help her to become more like Helen, her friend who learned to plan for her tomorrows the day before.

Film: How Honest Are You? SM 1 445.27 13 min.

Shows certain conclusions about what honesty is and how a person may apply the test of honesty to his thoughts and actions.

PERSONAL DATA SHEET

PERSONAL DATA SHEET

- Objective:** To develop an understanding of the use of a personal data sheet and to provide practice in its preparation.
- Motivation Activity:** Draw an outline of a house on the chalkboard. Add doors, windows, chimney, etc. to the house being careful to pause between each addition. Emphasis how omitted lines make recognition more difficult. This should illustrate how to build a personal data sheet.
- Developing Core:** Before you go to an interview or to an employment agency, it is wise to have a personal data sheet. This sheet gives all the information which most employers request from you. It will save you time when filling out an application for a job. It should be typewritten or neatly printed and could include the following items:
1. Name and address.
 2. Social Security Number.
 3. Telephone number.
 4. Date of birth.
 5. Names of parents (guardians).
 6. Schools attended--dates of graduation or leaving--courses and activities.
 7. Other education or training--dates and type.
 8. Hobbies or other activities.
 9. Previous employment record--dates, salary, type of work, name and address of employers, supervisor's name.
 10. Type of work desired.
 11. References--with permission (teachers, clergymen, previous employers, etc.) including addresses and phone numbers.
 12. Military service--dates, branch, rank, special training.
- Other Activities:** Discuss the following questions:
1. Why does an employer ask for references?
 2. Who should students give as references?
 3. Why must the student get the person's permission before giving the name as a reference?
 4. What information must be given with the name of the reference?

Project a transparency of a sample personal data sheet. Discuss this with the students. Give considerable time to the necessity of references.

Have each student complete a personal data sheet such as the one on page 18. You may wish to duplicate this for class use.

RESUME

NAME: _____ TELEPHONE: _____

ADDRESS: _____

AGE: _____ HEIGHT: _____ WEIGHT: _____ DATE OF BIRTH: _____

SOCIAL SECURITY NO. _____ PLACE OF BIRTH: _____

WORK PERMIT NO. _____

OCCUPATIONAL GOAL: _____

	Company	Address	Kind of Work
WORK EXPERIENCE:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

SPECIAL SKILLS: _____

EDUCATION:

Elementary School _____ From _____ to _____

Junior High School _____ From _____ to _____

Senior High School _____ From _____ to _____

Vocational School _____ From _____ to _____

Other Training _____

School Activities: _____

REFERENCES:

	Name	Address	Telephone No.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Human Resources

The high school English teacher would be most helpful.

Material Resources

Audio-visual materials.

FINDING A JOB

FINDING A JOB

- Objective:** To develop a knowledge of job source media and skill in using such media in seeking employment.
- Motivation Activity:** Have students list on chalkboard resources used in seeking a beginning job.
- Ask a recent alumnus to speak to the group about how he got his first job.
- Developing Core:** There are many ways to find a job--the following job sources can be used when seeking employment.
1. Friends, relatives, and neighbors.
 2. Help-wanted advertisements in newspapers.
 3. Situations-wanted advertisements in newspapers.
 4. Pennsylvania State Employment Service.
 5. Private employment agencies.
 6. Civil Service announcements (city state, federal).
 7. School counselors, coordinators, and teachers.
 8. Community service agencies.
 9. "Cold canvassing."
 10. Labor organizations.
 11. Trade papers and magazines.
 12. Classified telephone directory.
- Other Activities:** FRIENDS, RELATIVES, AND NEIGHBORS--have students interview several adults to find out how these adults got their first job. Discuss these interviews in class.
- HELP-WANTED--Pupils bring in classified section of newspapers and select jobs which seem to be desirable--teacher may wish to duplicate a partial section of the newspaper as shown on page 24 if pupils can't obtain newspapers. There should be a discussion of the following:
1. Types of jobs.
 2. Abbreviations--such as appt. (appointment), cc. (center city), max. (maximum), etc.
 3. Terms--such as an equal opportunity employer, fee paid.
 4. If telephone number listed--the applicant should call for appointment--request the name of the company and person who will conduct the interview, address, and directions to the site.

5. When a box number is listed, a letter of application should be written--see this section for more information--this "blind ad" method is seldom used for entry jobs.
6. If address is given--apply in person.
7. Use ad location guide on page 25 (if telephone number is given) to determine location of job.
8. In order to make a favorable impression, it is very important that the applicant read, understand, and follow the directions indicated in the advertisement.
9. Requirements--do not apply if you do not meet the specifications stated in the advertisement.
10. Point out the difference between "situation wanted" and "help wanted" advertisements--have the students prepare a "situation wanted" ad for themselves--investigate the cost and the procedure for placing such an ad.

PENNSYLVANIA STATE EMPLOYMENT SERVICE--have the students record the various offices and addresses for their future use--indicate which offices handle specialized areas--encourage students to register--invite representatives to speak to the group.

PRIVATE EMPLOYMENT AGENCIES--have students locate ads in the classified section and/or telephone directory to discover the various types of employment agencies--inform them that a fee is usually charged and a contract is usually signed by the job seeker--invite representatives of these agencies to speak to the group--inform the students of the pros and cons of these agencies--DO NOT ENCOURAGE THEM TO USE PRIVATE AGENCIES. BUT MAKE THEM AWARE THEY EXIST AND SHOW HOW TO USE THEM--summarize the Questions and Answers about Private Employment Agencies located in Appendix II.

CIVIL SERVICE ANNOUNCEMENTS--obtain copies of federal, state, and city announcements--examine them in detail--stress the job listing, requirements, announcement number, where and when to file, closing date for filing, and salary range.

SCHOOL PERSONNEL--explain the role of the Office of Student Employment, the Central Job Bank, Central-based Coordinators, the School-based Coordinator--invite several of these people in to explain their services--ask one of the students who obtained a job through these services to tell his story--USE INFORMATION IN APPENDIX II.

COMMUNITY SERVICE AGENCIES--have pupils prepare a list of the agencies familiar to them--determine which of these agencies offer assistance in securing jobs.

LABOR ORGANIZATIONS--have the students select a union and find out the qualifications for membership and the procedure to be followed in applying for membership--see if they have a job placement service for members--point out that in order to be employed in some jobs, firms, or industries, the employee must be a union member--this requires an initiation fee and regular dues--SEE UNIT ON LABOR ORGANIZATIONS.

TRADE PUBLICATIONS--bring in trade papers and magazines showing the advertisements and listing of jobs available.

CLASSIFIED TELEPHONE DIRECTORY--have students prepare a list of places they could visit in one day in a particular industry--this can point out the value of the directory.

Help Wanted, Men**Credit Investigators**

Dun and Bradstreet, Inc. has openings for ambitious young person to call on business executives, investment firms, etc., for credit report information. College degree preferred, courses in business administration helpful. Our promote-from-within, policy and training program makes this a career opportunity. Good starting salary, merit increases, full fringe benefits. Car necessary.

Call P. F. Foss, 781-6760
An equal opportunity employer

CREDIT MANAGER—Need strong man with experience in Car Leasing. Also Collection experience. Send resume to W. Sergeant, Controller, 630 Van Ness Ave. S.F.

BATA PROCESSING—Radio Corp. of America, Calif.

DECKHAND, 5m cooking. Avail. travel S. Amer. 1 Dec. Priv. party 633-9898.

DELIVERY BOY, Age 16 or over. Hours 12 noon to 6 p.m. Must have bicycle. Apply 7843 N. Michigan St.

DENTIST WANTED

Full or Part Time. Mostly operative. \$100 daily to right man. Call collect: (213) 245-8955. Dr. M. Stuart, 108 S. Brand, Glendale, Calif.

DENTIST, experienced dentures. Full or part time. Top salary. Dr. Brady, EX 2-6112.

FACTORY WORK

Men! See us first. Many openings. Good jobs. Good wages. Harding Personnel, 2100 Oak.

FACTORY (young, some heavy production) Will train. Work either shift. Own transportation. Start \$345 377. Luther Placement Agency, 1410 Jefferson.

GARDENER

Some exp. To do basic garden and landscape work. Start at \$300. Perm. Write this paper Box 59327.

GEN. MGR. for Newspaper. Mature, experienced in news and advertising for general manager of offset controlled circulation weekly in Sacramento area. Write give refs., experience & salary desired to American River Press, 627 Sutter St., Folsom, Calif.

GOLF COURSE STARTER, exper. Buchanan Fields Golf Course Concord.

GOLF COURSE MAINT. No exp. nec. Rolling Hills Golf and Country Club Lakeview Rd. at Highway 47. 843-2199

HANDY MAN. Work around a home. Good pay. Exp. 483-4433.

HAIRDRESSER—male. Exclusive. Carmel Salon. Guarantee & commission. Send resume of experience and background to P. O. 3757, Carmel, Calif.

HELPER, barber shop. Full or pt. time. 326-9748.

HOTEL clerk for smaller better class downtown residential hotel. Some desk duty. Some light housekeeping duties. Should be handy with cheerful personality. \$100 plus room & kitchen priv. Mrs. Deutscher, between 12 and 2 p.m. only. 421-9432

HOTEL CLERK—Small house. Prof. Pensioner. \$125 mo and room. Box 20917, this paper.

HOTEL Clerk, exp., bondable & days. 417-5190 + rm plus No audit. 215 2nd Av. San Mateo.

HOTEL Bedmaker. Exper. \$100 month & rm. Ht 1-7829

Help Wanted, Men

HOUSEBOY, \$1.75 hr. Care of house and lawn. Run errands. 6 day wk. Write this paper Box 3701.

JANITOR, porter, maint., cleaning, waxing flrs. Full/pt time. 434 2233

JANITORIAL / MAINT. work. Live in/out. Large apt. bldg. Some Spanish would help. Write this paper Box 84213.

Lead Man Trainee

Young man to train for shift lead man in non-defense manufacturing plant. Mechanically inclined. Leadership ability. Willing to work any shift assigned. Redwood City firm 369-6211.

LUOW OPERATOR for Rubber Stamp Shop. Must be fast and understand machine. State experience & salary wanted. P.O. Box 3962, San Jose, Calif.

LUMBER CLERK—Experienced. Building materials. Warehouse work. Call 369-3961.

MACHINE Operator—Cheshire. Experienced. No. 514 machine. Write this paper Box 24334.

MACHINIST'S

JOURNEYMAN MACHINISTS SPECIALIST

MAINTENANCE MACHINISTS TOOL MAKERS

Day & Swing shifts. Call Earl Thorp 392-3143. M. GREENBERG'S SONS, 765 Folsom St.

An Equal Opportunity Employer

MACHINIST

Journeyman, lathe skill hand. Precision prototype & short run production. Overtime & profit sharing. K&K MFG. INC. 1203 Dell Ave. Campbell 378-3030

MACHINISTS

Journeyman or apprentice with 2 yrs. or more experience in general machine shop work. Permanent, full time. Redwood City firm. 369-6211

MACHINISTS**INSPECTORS**

for precision machine parts. 58 hrs. + Air-Cond. Olesen. Ms. 976 Chestnut, S. Jose 294-2255.

MACHINISTS—Journeyman only. Job shop work. Day or night shift. Apply C. & H. Machine & Engineering Co., 650 University Ave., Berkeley. 841-2281.

MACHINISTS, Lathe: Welders. Above scale pay. Benefits. Day or swing shifts. Citizenship not req. Interviewing at 905 Kifer Rd., Sunnyvale.

MACHINISTS—JOURNEYMEN ElnAC 301 Industrial Way San Carlos 592-1221

MACHINISTS & Machine Operators Expt. FMC Ordnance. San Jose. Apply 294-8124, X 2443

MACHINIST, Journeyman only. Job shop. Elite Machine Works. 227 7th St. S.F. 861-8976

MACHINISTS—Journeyman, Dental Plan. Western Gear Belmont

MAIL CLERK, Insur co needs young man for mailroom duties. Starts \$270. Good working conditions. Must be H.S. grad U.S. citizen 316-6400, ext 382

MAN with car to pick up and deliver it packages 541-8320.

MAN—General work in drugstore \$275 mo. Call or apply after 10:00 Westside Drugs. 2483 W Pacific 781 1932.

MECHANIC—Truck. National company offers excellent working conditions and steady employment to qualified truck mechanic. Excellent hospitalization and retirement plans as well as other valuable benefits. Call D. A. Charter 982-5085. An Equal Opportunity Employer

Help Wanted, Men**Agency****ENTERPRISE EMPLOYMENT**

721 MARKET DO 2 2734

Hotel Room Clerk 416

Train Young man 800

I.B.M. Programmer 2 or 3 yrs exp 525

Insurance Claims Train, Degree Nec 600

Plant Mgr. Trainee Degree, M.E. or Eng 665

Accountant, Good exp 425

Displayman, Retail 425

Drivers, B. Bondable 750

I.B.M. Computing exp 500

Clerical, Delivery/Type 400

Scale Mechanic, Industrial 700

Mechanical/Electronics, Trainee 485

Messenger & Clerical 375

Ambulance Driver, Single 423

Warehouseman, husky, exp 462

Toal Grinder, Journeyman 760

Hotel Nite Auditor, N.C.R. 475

Inside Clothes Salesman 400

Book Store, Clerical Type 377

Trainers, Some low 500

Retired Military, Man 345

Shoe Salesman, exp 440

Service Station, 437

Multitask Oper 1250 500

Male Stone, Ed 450

Cook, Fry & Dinner 433

Bus Boy, Arm Service 321

MEN OVER 18—PART TIME

Earn \$50 per wk sal while training delivering household appliances. Some full time openings. Neat appearance. Personal interview. Mr. Schmidt, Orfit Appliances, 1528 San Jose Ave., Oatmoor.

NITE CLERK—Over 21 Responsible. Call weekdays. 843-7187.

NURSERYMEN—Expt. in propagation & genl. nursery work. Permanent. Christensen Nursery Co., 935 Old County Rd. Belmont. 593-7893.

PAPER CUTTER—Will train young man on automatic modern machine. Also gen fac work. Opportunity to get ahead. 645-3718.

PARKING GARAGE**ATTENDANT**

Swing shift. \$3.05 per hour, plus exc. health, welfare, pension, and vacation benefits. Permanent position. Drivers lic. Bondable. No exp nec but must pass driving test. Apply in person. Mr. Cartwright, ABC Garage, 345 Parkview Dr.

PARTS MAN—Counter sales, shipping, some typing. Exp. desirable but not nec. if you know something about cars. Call Mr. Sutton or apply DPI Auto Parts, 6522 W. London Ave. 743 8890.

PARTSMAN

For A National Steel Company. Will be completely responsible for receiving, storing, handling and ordering steel strapping tools and machine parts. Will be trained for computerized inventory system. Must be able to take full charge after training.

Must have military obligation completed. High school education. Maximum age 30. Chance for advancement. Ph. Mr. Sutton 589-6555

PARTS MAN—Counter sales, shipping, typing, electronic parts exp. desired but not nec. 1350 Howard St. Mr. Rosenberg

Help Wanted, Men**RANCH HANDS**

Rm & bldg - \$250 mo. No prev exp nec. Must be sober. No Calif. cattle ranch. Box H2778

SALES**NEED 2 GOOD MEN**

WORK LEADS ONLY. Represent nation's leading insurance companies. NO INS. EXPER. NEEDED. WE TRAIN.

Salary \$125 Wk

OR COMM.

Applications now being taken.

MR. STONE LO 6-1212

SALES**Marketing & Mgmt Too**

Two positions with aggressive life ins. Co. are available. Leadership potential and initiative most important. Starting salary \$600 per mo. + periodic bonuses. No ceiling on ultimate income or position. Individualized career program. Immediate if fully qualified. Liberal pension and family benefit. Call 781-1536

SALES**SIGN ANIMATORS**

1—\$250 week min. commission
2—Call on businesses
3—8 hours a day
4—New car every year
5—Travel US
6—Stay home in protected area
For personal interview, contact Mr. Huffman, Imperial 400 P.O. Tel. 222 South Airport Blvd. South San Francisco

SALES**GROUND FLOOR**

Opportunity for salesmen & saleswgs. with Solar electronic specialty products in the following counties: San Francisco, Marin, Sonoma, Mendocino & Lake Hi comm. free training & lots of leads. 479-2025 anytime

SALES

23-25 years, life insurance sales. Internship. 3 openings with specialized market training. \$1,500 monthly salary. No travel. Complete comp. benefit program. Call 781-1536

SALES REPRESENTATIVE—Truck

line Class 1 common carrier general commodities wants rep to sell its services to East Bay. Excl. compensation & benefit. Must be experienced. Write this paper box 24183.

SALESPERSON**INSIDE FLOOR****HEARING AIDS**

\$350 per month guarantee against excellent percentage on busy floor. Call George Cook, Delta Hearing Aid Center, 101 Powell 781-0420

SERVICE STATION**ATTENDANT**

Full time Shell, Elm and 14th

STOCK CLERK w/shipping exp. Wonderful future. Starting to \$400. Mr. Goodman, 655-6576

TREE MAINTENANCE HELPER

Full time. Perm. No exp. nec. Age 18-22. \$350 mo. 871-2793

TV Serviceman, outside color exp. Top salary & ben. + term. fits Ace Radio and TV 315 Broadway, Millbrae 647-9266

TV technician inside/outside. Good opport. right man. Lower Peninsula area. 733-3192

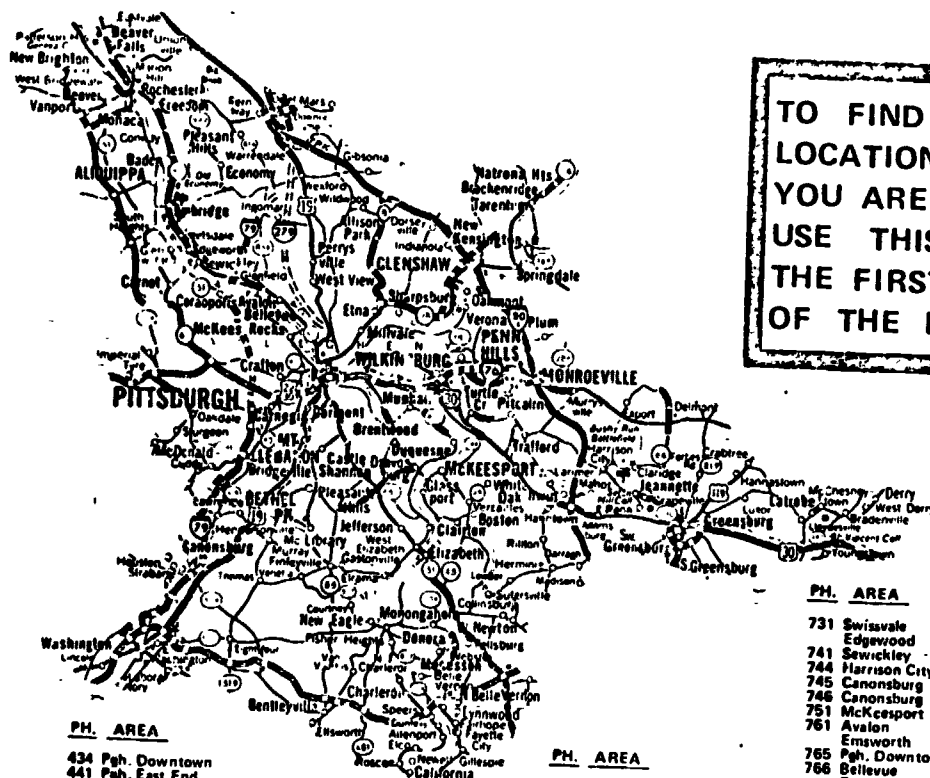
WAREHOUSEMAN, Young, eager, hard worker. Excel. work conditions with full supply. Apply in person 351 Market St.

WATCHMAN, bellman, elev. operator. Exp. 425 7933

AD LOCATION GUIDE

PH. AREA

221 Bridgeville
222 Washington
224 Tarentum
225 Washington
227 Tarentum
229 Pgh. Downtown
228 Washington
231 Spring Hill
232 Pgh. Downtown
233 Clairton
239 Bentleyville
241 Pgh. East End
242 Pgh. East End
243 Pgh. East End
244 Pgh. East End
255 Pgh. Downtown
256 Pgh. East End
258 Monongahela
261 Pgh. Downtown
262 Coraopolis
263 Pgh. Downtown
264 Coraopolis
266 Ambridge
271 Braddock Hills
274 Springdale
276 Carnegie
279 Carnegie
281 Pgh. Downtown
288 Pgh. Downtown
321 Pgh. North Side
322 Pgh. North Side
323 Pgh. North Side
325 Export
326 Fayette City
327 Export
331 McKees Rocks
333 Pgh. Downtown
335 New Kensington
337 New Kensington
339 New Kensington
341 Banksville
343 Mt. Lebanon
344 Brookline
348 Finleyville
351 Swissvale
355 Pgh. Downtown
361 Morningside
362 Stanton Hts.
363 Pgh. East End
364 Perryville
366 Perryville
371 Wilkinsburg
372 Monroeville
373 Monroeville
375 Turtle Creek
378 Aliquippa
379 Donora
381 Mt. Washington
384 Knoxville
391 Pgh. Downtown
421 Squirrel Hill
422 Pgh. East End
431 Mt. Oliver
433 Pgh. Downtown



TO FIND THE GENERAL
LOCATION OF THE AD
YOU ARE INTERESTED IN
USE THIS CHART AND
THE FIRST THREE DIGITS
OF THE PHONE NUMBER

PH. AREA

824 Monroeville
826 Turtle Creek
833 Oakmont
834 Bethel Park
835 Greensburg
836 Bethel Park
837 Greensburg
843 Beaver Falls
846 New Brighton
846 Beaver Falls
859 Coraopolis
863 Irwin
864 Irwin
869 Baden
872 West Newton
881 Cast's Shannon
881 Baldwin
882 Carrick
884 Castle Shannon
885 Whitehall
885 Brentwood
892 Pgh. South Hills
921 Crafton
921 Ingram
922 Elliot
922 Ingram
923 McKees Rocks
923 Pgh. East End
926 McDonald
929 Belle Vernon
931 Wellington Mts.
935 Westview
935 Westford
936 Pgh. Downtown
938 California
941 McMurray
941 Pgh. North Hills
963 Fox Chapel
963 Dorseyville

PH. AREA

731 Swissvale
741 Edgewood
741 Sewickley
744 Harrison City
745 Canonsburg
746 Canonsburg
751 McKeesport
761 Avalon
761 Emsworth
765 Pgh. Downtown
766 Bellevue
767 Allison Park
771 Sherdinn Area
774 Rochester
775 Beaver
781 Etna
782 Sharpshurg
782 Aspenwall
787 Fox Chapel
788 Carnegie
793 Penn Hills
795 Penn Hills
821 Millvale
822 O'Hara Twp.
823 Sharpshurg
823 Monroeville

PH. AREA

434 Pgh. Downtown
441 Pgh. East End
446 Hermine
461 Munhall
462 Homestead
466 McKeesport
468 Deimont
469 McKeesport
471 Pgh. Downtown
481 Pgh. South Side
483 Charleroi
486 Glenshaw
487 Glenshaw
489 Charleroi
495 Beaver
521 Hazelwood
523 Glenwood
526 East Brady
527 Jeannette

PH. AREA

528 West Middlesex
531 Brookline
537 Mt. Lebanon
537 Latrobe
539 Latrobe
563 Pgh. Downtown
561 Brookline
562 Beechview
562 Pgh. Downtown
563 Dormont
565 Green Tree
565 Pgh. Downtown
621 Oakland
633 Pgh. Downtown

PH. AREA

642 Pgh. Downtown
644 Pgh. Downtown
653 Pleasant Hills
655 Pleasant Hills
661 East Liberty
664 Stanton Hts.
672 McKeesport
673 McKeesport
678 McKeesport
681 Oakland
682 Shadyda
682 Bloomfield
683 Monessen
687 Bloomfield
692 Pgh. East End
693 Oakdale
694 Derry
695 Imperial

Human Resources

Journalism or English teachers.

Material Resources

Filmstrip: How to Find a Job for Yourself F 44.10
Emphasize and discuss frames 1 to 13.

Film: Finding the Right Job SM 444.27 11 min.
Includes a presentation of job-lead sources; emphasis on one of the crucial stages in obtaining a job; and how to establish a process of weighing offers in terms of your future goals and what the company has to offer.

Walter James Greenlead, Occupations and Careers, McGraw-Hill Book Company, New York, 1965.

Edward Hodnett, So You Want to Go into Industry, Harper and Brothers, Publishers, New York, 1960.

United States Government Organization Manual, National Archives & Record Services, 1967-68.

Department of Public Instruction, Commonwealth of Pennsylvania, The Pennsylvania Manual, 1969.

Department of Public Instruction, Commonwealth of Pennsylvania, School Laws of Pennsylvania, December, 1968.

Roberta Roesch, Money, Jobs, and Futures, Macrae, Smith Co., Philadelphia, 1965.

Joseph J. Famularo, Executive Profile, McGraw-Hill, Inc., New York, 1967.

EMPLOYMENT CERTIFICATION

EMPLOYMENT CERTIFICATION

- Objective:** To explain the necessity for employment certification of youth and the procedures for obtaining such certification.
- Motivation Activity:** Inform class that all persons under 18 must obtain employment certification (commonly called working papers) before starting work.
- Note:** Exception--17 year old high school graduate does not need certification--he is treated as an 18 year old youth.
- Developing Core:** Work permits are issued by school officials at the following address:
- Pittsburgh Board of Education
341 South Bellefield Avenue (Oakland)
Pittsburgh, Pennsylvania 15213
- The procedure below should be used to obtain working papers:
1. Secure the application form shown on page 30.
 2. Obtain evidence of age such as birth certificate, passport, baptismal certificate, etc.
 3. Have a school official complete Section A.
 4. Take the form to the employer to complete Section B.
 5. Bring parent or guardian to complete Section C-- must be signed with a school official present or a notarized signature can be accepted if a parent can't come to the school.
 6. Take the form to the third floor of the Board of Education and present yourself for a physical examination--the physician will complete the Record of Physical Examination on the back of the form--you can use your family physician.
 7. Take glasses; if you wear them.
- REMEMBER. A NEW CERTIFICATE IS REQUIRED FOR EACH NEW EMPLOYER.**
- Issuance of certificate may be refused for the following reasons:
1. Age requirement--minor may be too young for a particular job.
 2. Hours of employment--excessive and/or within restricted hours.
 3. Job may be prohibited by law.

4. The place of employment may be prohibited for minors.
5. Others such as physical defects, unsatisfactory proof of age, lack of parent's consent to employment, incomplete forms.

Other Activities:

Have a student who has obtained a work permit explain the procedure to the class.

Discuss complications such as no birth certificate, etc.

PROMISE OF VACATION EMPLOYMENT (This is NOT an employment certificate)
(This record must be kept for inspection in the files of the issuing officer.)

Commonwealth of Pennsylvania
 DEPARTMENT OF EDUCATION
 Box 911 Harrisburg, Pa. 17126

A. This section to be completed by the issuing officer.

Name of Minor _____ Highest Grade Completed _____
 Evidence of age accepted and filed. Evidence shall be required
 in the order designated. Cross out all but the one accepted.
 (a) Birth Certificate.
 (b) Baptismal Certificate.
 (c) Passport.
 (d) Other documentary evidence (other than a school record)
 (e) Affidavit of parent or guardian accompanied by physician's
 statement of opinion as to the age of minor.

Date of Birth of Minor		
Month	Day	Year

Date of Application _____

Vacation Employment Certificate No. _____

Date Issued _____

Date Returned _____

Signature of Issuing Officer _____

Name of School District _____

B. This section to be completed by the prospective employer.

The undersigned expects to employ _____ as _____
 according to the following schedule of hours: _____ Kind of Work (Specify machine, if any) _____

		Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Total Hours Per Week
		From	To	From	To	From	To	From	To	From	To	From	To	From	To	
During the School year	A.M.															
	P.M.															
During Summer Vacation	A.M.															
	P.M.															

Name of Firm _____ Telephone Number _____ Street or R. F. D. No. _____ Post Office _____ Zip Code _____
 Kind of Industry _____ Signature of Owner, Superintendent or Manager _____

C. This section to be completed by the parent or guardian.

I, the parent or guardian of the above minor, do hereby agree to the issuance of an employment certificate for his employment
 under the above stipulations.

Parent or Guardian _____

Street or R. F. D. No. _____

Post Office _____

Zip Code _____

Application for the employment certificate must be made in person by the parent, guardian or legal custodian, except for minors who
 show official proof of graduation from accredited senior high schools.

DEBE-168 (1-70) (Formerly PICA-26)

RECORD OF PHYSICAL EXAMINATION

Name _____ Address _____ Age _____ Height _____ Weight _____

Health Items	Satisfactory (Check)	Unsatisfactory (Specify)
Eyes		
Vision		
Ears		
Hearing		
Nose		
Throat		
Teeth		
Lungs		
Heart		
Blood		
Orthopedic		
Nervous System		
Nutrition		
Skin		
Other		

Remarks: _____

I hereby certify that I have examined physically the minor named on this
 form and that the above is a true record of my examination. I designate be-
 low by placing a circle around the proper letter the physical qualifications
 of the minor for the employment specified in the statement of the prospec-
 tive employer.

A. Physically qualified.

B. Physically qualified with following limitations: _____

C. Physically qualified for a period of _____ months from date.

D. Not physically qualified until physical defects are corrected.

Signature of Minor _____ Signature of Physician _____
 Date of Examination _____ Residence of Physician _____

RE-EXAMINATION

Satisfactory
(Check) _____ Unsatisfactory
(Check) _____

Physical defect named above _____

If unsatisfactory, the issuing official shall rescind the employment certificate.

Signature of Minor _____ Signature of Physician _____
 Date of Re-examination _____ Residence of Physician _____

BIRTH CERTIFICATE

BIRTH CERTIFICATE

Objective: To show how to obtain a copy of a birth certificate if the original is lost.

Motivation Activity: Inform class that proof of age is always necessary for employment certification.

Developing Core: If the student was born in Pittsburgh, they can obtain a copy of their birth certificate by going (in person) to the following location.

Birth and Death Records
5th Floor -- State Office Building
300 Liberty Avenue
Pittsburgh, Pennsylvania 15222

Telephone 565-5113 for information.

A \$2.00 fee is charged for a duplicate birth certificate.

Other students can obtain a copy of their birth certificate by using the application form shown on page 33. The forms are available at the State Office Building listed above. This application can be mailed to Harrisburg anytime and a copy will be sent to the student.

A \$2.00 fee must be enclosed for the duplicate.

See Location of Birth and Death Records on page 34 for additional information on obtaining birth certificates.

Other Activities: Have a student who has obtained a copy of a birth certificate explain the procedure to the class.

Discuss the importance of keeping your birth certificate and other vital information in a safe place for future use.

APPLICATION FOR A CERTIFIED COPY OF A BIRTH OR DEATH RECORD

This is a receipt for the total amount we received from you. Except for any refund we have made - this amount may be credited to any future application IF you return this form when you re-apply.

INDICATE NUMBER OF COPIES IN APPROPRIATE BLOCK		<input type="checkbox"/> BIRTH	<input type="checkbox"/> DEATH	<input type="checkbox"/> WALLET SIZE BIRTH CARD	OFFICE USE ONLY
NAME OF SUBJECT (FIRST, MIDDLE, LAST)					
DATE OF BIRTH OR DEATH (MONTH, DAY, YEAR)					
PLACE OF BIRTH OR DEATH (CITY, BOROUGHS OR TOWNSHIP) (COUNTY)					
FATHER'S NAME (FIRST, MIDDLE, LAST)		MOTHER'S MAIDEN NAME (FIRST, MIDDLE, LAST)			
PURPOSE DESIRED		SIGNATURE OF APPLICANT			
ADDRESS OF APPLICANT					
					FILE NUMBER
					INDEXED BY
					SEARCHED BY
					CERTIFIED NUMBER
					REFUND CHECK NUMBER
					AMOUNT

INSTRUCTIONS ON REVERSE SIDE FOR VETERAN'S FREE COPIES

DO NOT REMOVE THIS STUB

IMPORTANT INSTRUCTIONS

Please complete all of the above items.

The fee for each certification is two dollars (\$2.00). Check or Money Order should be made payable to:
VITAL STATISTICS. PLEASE DO NOT SEND CASH.

The fee for a Wallet Card is one dollar (\$1.00). A Wallet Card is not usually acceptable for a passport.

Print Or Type Your Name And Address In The Space Below
This Will Be Used To Mail The Certified Copy To You.

NAME
STREET
CITY, STATE, ZIP CODE

MAIL COMPLETED APPLICATION TO:

Department of Health
Division of Vital Statistics
P. O. Box 90
Harrisburg, Pennsylvania 17120

REQUIREMENTS FOR FREE COPIES

1. Free Copies Will Be Issued Only For Veterans, Veterans' Wives And Their Minor Children. (Wallet Cards are not issued free.)
2. Title, Rank, Organization, Serial Number And Mailing Address Of The Veteran Or His Dependent Must Be Supplied.
3. Free Copies Will Be Mailed Only To The Address Of The Veteran Or The Veteran's Dependent.

THIS PORTION TO BE FILLED OUT BY VETERAN OR VETERAN'S DEPENDENT ONLY

Veteran's Name _____

Serial Number _____

Rank And Organization _____

Signature Of Veteran Or Of Dependent _____

Relationship Of Dependent _____

Mailing Address Of Veteran Or Dependent _____

LOCATION OF BIRTH AND DEATH RECORDS

PLACE OF OCCURRENCE

YEAR

INFORMATION AVAILABLE AT

PHONE NUMBER

<u>PITTSBURGH (32 Wards Only)</u>	Jan. 1, 1906 to date	Vital Statistics 512 State Office Bldg. 300 Liberty Avenue Pittsburgh, Pa. 15222	565-5113/5114
STATE OF PENNSYLVANIA (Including Pittsburgh) Wallet Size Birth and Free Veterans' Copies	Jan. 1, 1906 to date	Division of Vital Statistics P. O. Box 90 Harrisburg, Pa. 17120	Area Code 717 787-2334
PITTSBURGH) ALLEGHENY CITY) (North Side))	Prior to 1906	Division of Biostatistics 637 City-County Building Pittsburgh, Pa. 15219	355-4020
ALLEGHENY COUNTY (Excluding the Above)	Prior to 1906	Register of Wills 1st Floor-City County Bldg. Pittsburgh, Pa. 15219	355-4193
ALL OTHER COUNTIES IN PENNSYLVANIA	Prior to Jan. 1, 1906	Orphans' Court In County Where Event Occurred	

SOCIAL SECURITY NUMBER

SOCIAL SECURITY NUMBER

- Objective:** To explain the necessity for a social security number and the procedures for obtaining a social security card.
- Motivation Activity:** Inform students that everyone who works must have a social security number. You must have a number before your employer can pay you.
- Developing Core:** To get a social security number, you must get an application form (sample shown below), complete it, and return it to the nearest Social Security Office. Be sure to fill in all the spaces on your application form--be sure to print the information. The Pittsburgh offices are at the following addresses:
- Downtown District Office
915 Penn Avenue
- Hill Office
2111 Centre Avenue
- East Liberty District Office
6117 Penn Circle North

APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER
(Or Replacement of Lost Card)

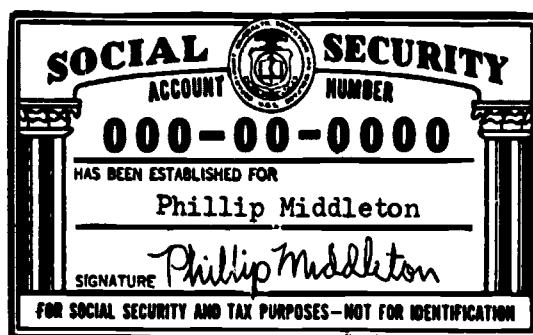
Information Furnished On This Form Is CONFIDENTIAL

Print in Black or Dark Blue Ink or Use Typewriter.

DO NOT WRITE IN THE ABOVE SPACE -

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS <small>(First Name) (Middle Name or Initial - if none, draw line ---) (Last Name)</small>	
2	Print FULL NAME GIVEN YOU AT BIRTH <small>(City) (County) (State)</small>	3
		DATE OF BIRTH <small>(Month) (Day) (Year)</small>
4	PLACE OF BIRTH <small>(City) (County) (State)</small>	5
		AGE ON LAST BIRTHDAY <small>(Age)</small>
6	SEX: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	7
		COLOR OR RACE <small>WHITE NEGRO OTHER</small>
8	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name) <small>(City) (County) (State)</small>	9
		FATHER'S FULL NAME (Regardless of whether living or dead) <small>(City) (County) (State)</small>
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? <small>YES NO DON'T KNOW</small>	11
		IF ANSWER IS 'YES' PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN <small>(State) (Date)</small>
12	PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT <small>(Account Number)</small>	13
		Sign YOUR NAME AS YOU USUALLY WRITE IT <small>(Have you completed all 13 items?)</small>
14	YOUR MAILING ADDRESS <small>(Number and Street) (City) (State) (ZIP Code)</small>	
15	TODAY'S DATE <small>(Month) (Day) (Year)</small>	

After you have returned your completed form to the office, they will send you a small card with your social security number on it. This will be yours the rest of your life. No one else will have the same number. Keep your card in a safe place. Write the number on a slip of paper and keep it in your wallet. If you lose your card, do not apply for a new number. Apply for a new card that retains your old number.



When you give your new employer your social security number, he will be able to take social security taxes out of your pay. This will amount to a few pennies out of every dollar you earn. The employer gives an equal amount of money and sends it all to the Social Security Administration Office. The social security tax you and your employer pay is like a savings account at a bank. If you no longer work full time when you are 65 years old, you will get a social security check each month until your death. This makes certain you have a retirement income. In addition, after a prescribed period of coverage, Social Security will pay you an income if you should happen to become totally and permanently disabled.

Other Activities:

Have a student report on the history of social security.

Invite a social security representative to explain the rationale for and the benefits of social security.

Obtain application forms and help students apply for social security numbers.

Human Resources

Material Resources

Film: Sam'l and Social Security SM2 589.6 14 min.
Shows through animation some of the latest features added to the Social Security Law.

APPLICATION FORM

APPLICATION FORM

Objective: To analyze data most commonly requested on employment applications and to develop competency in completing sample applications.

Motivation Activity: As a pretest, obtain sample application blanks and have each student complete one--at the end of the lesson, have each student again complete a blank. Have the student compare the two blanks.

Developing Core: The application forms used by most companies may differ but most are designed to provide the employer with a complete background of your history, training, and other personal information. Most employers will want you to print the information you fill in on an application blank.

After you fill in an application form, check to see if you completed all items. Check your printing to be sure it is neat and easy to read. Check the information to be sure it is correct. Check your spelling. Use the words "none," "non-applicable," etc. in areas rather than leave questions unanswered.

Make sure you understand the questions. Ask someone if there is something you don't understand. Take your "personal data sheet" with you to assist you with completion of the application.

Most applications include the following items:

1. Name.
2. Address.
3. Telephone number.
4. Social security number.
5. Previous experience (name of company, supervisor, dates of employment).
6. Education (schools attended and dates).
7. Type of employment desired.
8. Age--date of birth.
9. Personal references.

Applications may include Hobbies, Further Educational Plans, Armed Forces Experience or Status, Relatives in Company, Home Ownership, Occupation of Parents, Reasons for Applying, Hair and Eye Coloring, Sex, Health Record, and Financial Obligations.

Questions regarding arrest refer to adult arrest and do not include juvenile offenses. Be aware that misrepresentation on an application form is cause for dismissal in most companies.

Other Activities: Show several sample application forms on the overhead projector--fill one in.

Duplicate the application blank (pages 42 and 43) for the students to practice on.

NOTE: This is very important. It should be covered thoroughly. Businessmen have repeatedly called attention to the unsatisfactory manner in which student job seekers and graduates fill in their application forms.



UNION CHEMICAL COMPANY

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

APPLICATION FOR EMPLOYMENT

PLEASE PRINT

Date_____

Name _____
FIRST MIDDLE LAST

Address _____
 NUMBER STREET CITY STATE

Phone _____ Social Security No. _____ Draft Status _____

Have you ever been employed by us before? ☐ Yes ☐ No (Check One)

Male ☐ or Female ☐ (Check One) Age _____ Height _____ Weight _____

Date of Birth**Place of Birth**

Month	Day	Year	City	State

Work Permit Number (if under 18)_____

Married? ☐ Yes ☐ No (Check One) **No. of Children** _____ **Other Dependents** _____

Citizen? ☐ Yes ☐ No (Check One)

Father's Name_____

Is he living? ☐ Yes ☐ No (Check One)

Mother's Name _____

Is she living? ☐ Yes ☐ No (Check One)

EDUCATION:

Elementary School _____ From _____ to _____

Junior High School _____ From _____ to _____

Senior High School _____ From _____ to _____

Vocational School _____ From _____ to _____

Other Training _____ From _____ to _____

PREVIOUS WORK EXPERIENCE:

List your previous jobs in order of last job first.

	Company	Address	Kind of Work
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

REFERENCES:

Do not list relatives.

	Name	Address	Occupation
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Applicant's Signature

Human Resources

Material Resources

Possible filmstrip: JOP APPLICATION, available through the Pennsylvania State Employment Service.

LETTER OF APPLICATION

LETTER OF APPLICATION

- Objective:** To demonstrate the ability to make written application for employment by writing letters of application.
- Motivation Activity:** Ask students to obtain employment advertisements that ask for a written inquiry--have some available for students who can't locate any. Explore with the class information that needs to be included on a letter of application. Provide each student with a duplicate copy of the enclosed letter form on page 47.
- Developing Core:** A letter of application is written to ask for an interview. It is usually sent to the personnel manager. The letter should include the following:
1. The job you wish to be interviewed for--include this in the first paragraph.
 2. Give your age, education, and experience--usually the second paragraph.
 3. If you have never had a job, indicate this--but say that you will try to be a good worker.
 4. Ask for an appointment for an interview--in the last paragraph.
- The principal characteristics of a good letter are:
1. Write clearly in ink or a typewriter.
 2. Be brief and businesslike.
 3. Use standard-size white paper.
 4. Spell all words correctly.
 5. Be courteous.
- Other Activities:** Have each student write a letter of application to inquire about the employment advertisement they obtained.
- Use overhead projector or dittoed copies of the form (page 47) so that students can construct a proper letter.
- Explain folding letters for long and short envelopes and show how to address envelope--explain necessity of correct addresses and zip codes.

Write a letter to an employer asking for a job that interests you.

(Your street address)

(Your city and state)

(Today's date)

(Person's name or his job with the company)

(Name of company)

(Street address)

(City and state)

Dear Mr. _____:

Sincerely,

(Sign your name here.)

(Print your name here.)

Human Resources

High school English teacher.

Material Resources

Film: Who Wrote That? SM 2 415.14 14 min.

Deals with the five important principles of good business letter writing.

Film: Writing Better Business Letters SM 422.4 10 min.

Emphasizes the three principal characteristics of a good business letter: clarity, brevity, and courtesy.

TESTING

TESTING

Objective: To analyze the kinds of tests commonly used by employers, to understand the purposes of employment testing, and to provide some practice in areas covered in tests for beginning jobs.

Motivation Activity: Inform the class that you are an employer and you are looking for a person who is very strong and can lift over 100 pounds. Ask if they can determine this by looking at a person. If not, how would they test him or her so they could be sure the person they hired was able to do the job. Let the class develop tests for other kinds of work experiences such as the need for a person to type fast, etc.

Developing Core: Employment tests are given to determine proper job placement, to measure the probability of success, and to predict leadership qualities for possibility of future promotion.

The types of employment tests are:

1. GENERAL KNOWLEDGE--math, measures, reading, spelling, vocabulary, and English usage.
2. APTITUDE AND ABILITY (most widely used)--terms, numbers, perception, judgment, precision, fluency, memory, parts, blocks, dimension, dexterity, and motor.
3. INTEREST AND ATTITUDE INCLUDING OCCUPATIONAL INVENTORY--interests, activities, experiences, outdoor, managerial, social service, verbal, operative, skilled mechanical, clerical, artistic, numerical, and persuasive. (There are no right or wrong answers on these tests.)
4. PERSONALITY INVENTORY--aggressiveness/initiative, sociability, emotional adjustment (stability), social adaptability, intelligent behavior/analytical thinking, reflectiveness (thoughtfulness).

The following are suggestions for students to prepare for an employment test:

1. Get sufficient sleep the night before.
2. Avoid rushing in the morning.
3. Eat a good breakfast.
4. Keep your mind clear (try to forget personal problems).
5. Know where to go for test and be on time.
6. Have a'l necessary items, such as pencil, tools, etc.

The following are recommendations for students taking employment tests:

1. Listen to all directions.
2. Ask questions if something isn't clear.
3. Survey the test to determine overall content.
4. Read and reread directions carefully.
5. Work at a steady pace that will allow accuracy.
6. Write answers clearly and do neat work.
7. Raise your hand for assistance, if you are permitted to do this.

Emphasize the following to the students:

1. IF IT IS A TIMED TEST, SKIP THE ANSWERS AND PROBLEMS YOU DO NOT KNOW--RETURN TO THEM LATER IF TIME PERMITS.
2. MANY TESTS ONLY REQUIRE YOUR OPINION SO ANSWER THE QUESTIONS THE BEST YOU CAN--BE VERY HONEST BECAUSE MANY TESTS REPEAT QUESTIONS IN MANY WAYS TO CHECK THIS.
3. IN TODAY'S JOB MARKET, MANY EMPLOYERS DO NOT RELY ON TESTING AS THEY DID IN THE PAST--DO THE BEST YOU CAN AND REMEMBER THE PERSONAL INTERVIEW AND OTHER FACTORS WILL BE CONSIDERED BY THE EMPLOYER ALSO.

Other Activities:

Have students complete at least one pre-employment standardized test or company test--if this is impossible, illustrate examples from standardized tests using the overhead projector. SEE APPENDIX III FOR EXAMPLES. (The examples are not exact questions taken from standardized tests.)

Arrange for some students to be tested through the Pennsylvania State Employment Service--arrange for a representative to come to the class to tell of his service.

Human Resources

School counselors.

Material Resources

Filmstrip: Successful Student--Skills for Today and Tomorrow, Part I, How to Take a Test F43.2 43 fr.

Book: Kenneth R. Adler, Pathway to Your Future, Bellman Publishing Company, Cambridge, 1964.

Book: Joseph J. Famularo and Phillip S. Atkinson, Executive Profile, McGraw-Hill Publishing Company, New York, 1967, pp. 339-353.

Book: W. George Crouch and Robert L. Zetter, A Guide to Technical Writing, 3rd ed., Ronald Press Company, New York, Chapter III, pp. 85-101.

Book: Edward C. Gruber, Resumes That Get Jobs, Arco Publishing Company, Inc., New York, 1964.

Pamphlet: Commonwealth of Pennsylvania, Department of Labor and Industry, Bureau of Employment Security, "Doing Your Best on Aptitude Tests," 1968, #ES-2253

Pamphlet: Dorothy Y. Sable, "How to Get a Job and Keep It Stick," Vaughn Company, Texas, 1969, pp. 24-36.

THE JOB INTERVIEW

THE JOB INTERVIEW

Objective: To stress the purpose of the job interview and to develop proper attitudes and behavior before and during the interview.

Motivation Activity: The teacher should assume the role of the employer in order to illustrate questions, etc. that will be part of an interview. Thereafter, a student should play the role of the employer and the teacher the applicant. To illustrate improper applicant behavior, the teacher may wish to wear an old hat for the interview or mouth a toothpick, slouch in his chair, etc. This may evoke laughter; however, it will drive home the point you wish to make.

Developing Core: Getting a job you have applied for often depends on how you look and act during the personal interview--this interview usually follows the completion of the application--the following information should be discussed with the class:

1. First impressions are created by your appearance.
2. DO NOT OVER-DRESS--clothing should be neat and conservative--see APPEARANCE unit that follows.
3. Shoes should be polished and in good repair.
4. Hair, nails, ears, and neck should be well groomed.
5. Adequate use of deodorants is suggested since tenseness may cause unusual perspiring.
6. Second impressions are formed by how well you are prepared.
7. ARRIVE ON TIME--avoid rushing.
8. Do not smoke, chew gum, eat candy, or use a toothpick.
9. Be poised, relaxed, and SMILE.
10. Know something about the company.
11. GO ALONE--do not take a friend.
12. Have a pen or pencil with you.
13. Be courteous.
14. Use good English and answer questions in full--see ORAL COMMUNICATIONS unit that follows.
15. Be ready to discuss salary.
16. If a hand is extended to you, respond with a firm handshake.
17. Bring important information (personal data sheet).
18. Be prepared to answer a few personal questions.
19. Be HONEST, show INTEREST, point out your ASSETS.
20. Ask questions.

21. Thank the interviewer and receptionist.
22. Be a part of the conversation--avoid simple Yes/No answers except where they are appropriate.
23. If the employer seems interested in you, ask for an employees' handbook just before you leave.
24. You may be interviewed by more than one person. You may be invited to continue your talk at lunch (usually paid for by the employer).
25. If you are told, "We will be in touch with you," accept that--it may be true! However, don't stop looking until an employer says, "You're hired!"
26. Allow the interviewer to end the interview. Also, allow him to lead the conversation.
27. Avoid discussing your "personal problems."
28. Remember you are there to politely convince the employer that you can be of value to him.
29. When asked what kind of job you want, never say, "I'll do anything." This is your personal decision--don't ask the employer to make it for you.
30. Be prepared to answer the question, "Why do you want to work for this company?"

Other Activities:

Arrange some mock interviews using the students in the class--emphasize one or two of the above points by giving the players selected questions and answers if necessary--the applicant should be ready for surprise questions as:

1. What can I do for you?
2. What can you tell me about yourself?
3. Why do you wish to work for the company?
4. What do you plan ten years from now?
5. What do you like best in school?
6. How was your attendance?

The job seeker may ask the interviewer the following questions:

1. What are the hours?
2. What is the salary?
3. Are there fringe benefits?
4. Do you have on-the-job training?
5. What about promotion?

All interviews, including the real ones, should be followed by self-evaluation--the students should ask themselves the following questions:

1. How did I answer the questions?
2. Did I exhibit good manners?
3. What questions should I have asked?
4. What could I have said/done that would have made me more effective?

Invite a personnel director from industry to speak to the group--perhaps he or she will participate in the mock interviews.

Have the students prepare a checklist such as the one on page 57 to be used before appearing for the interview.

JOB INTERVIEW CHECKLIST

1. Do I have all the information and papers I will need for a job interview?

_____ Social Security Card
_____ Working papers
_____ Proof of age (birth certificate)
_____ Licenses
_____ Military record
_____ School record
_____ Union card
_____ Names and addresses of references
_____ Names of former employers, dates of employment

2. Do I know something about the company?
3. Do I have a good reason for wanting to work for this company?
4. Am I aware of the opportunities for advancement in this company?
5. Am I familiar with the salary scale for a job such as that for which I am applying?
6. Are there any working conditions which would make me unhappy on this kind of job? (Example: Am I willing to work a swing shift?)
7. Am I willing to tolerate these conditions in order to gain experience?
8. What alternatives do I have if I am offered this job? What procedure should I follow if I am not offered the job or if I decide I do not want this job?
9. What is my immediate goal?
10. What is my long-range goal?

Human Resources

Home Economics teacher.

Material Resources

Filmstrip: Occupation Education (Male), The Job Interview F44.5 31 fr.

Filmstrip: How to Get a Job and Keep It, frames 23 to 30, F44.10

Filmstrip: Manners Make a Difference: Do's and Don'ts in Good Manners, Why Have Good Manners F45.7

Filmstrip: Your Posture, Good or Bad F49.13

Film: By Juniper SC-501 27 min. (University of Pittsburgh D. E. film library, phone 621-3500, ext. 510) Improving the attitude of man toward man.

Booklet: "Merchandising Your Job Talents," United States Department of Labor, W. Willard Wirtz, Secretary, Manpower Administration.

Booklet: "Making the Most of Your Job Interview," New York Life Insurance Company.

Booklet: "How to Find and Apply for a Job," Helen J. Keily and R. G. Walters, South-Western Publishing Co., Cincinnati, 1960.

Booklet: "The Job You Want," Margaret E. Andrews, Gregg Division, McGraw-Hill Book Co., New York, 1968.

Booklet: "How to Prepare Yourself for Job Interviews," Pennsylvania State Employment Service.

Booklet: "How to Get and Hold the Right Job," Pennsylvania State Employment Service.

Copies of the Job Interview Checklist have great value and enough copies should be made available to each student being given this lesson could fill out such a list for his own personal records.

APPEARANCE

APPEARANCE

Objective: To instill the desire toward good grooming and proper attire for employment.

Motivation Activity: Since dress and grooming are independence symbols among young people, this topic should be handled carefully. DO NOT inform the group about the best way to dress--try to get them to determine this themselves. You may wish to use one of the following activities to accomplish this.

Conduct a "rap session" on dress in today's society. Talk about party clothes, school clothes, work clothes, etc. Let the students explore what they should wear and when they should wear it.

Have several students relate some of our recent TV commercials dealing with good or poor grooming. Have them investigate some of the products to determine if they work or not. Have group come to some conclusions on which work and what is really necessary for good grooming.

List two columns on the chalkboard regarding acceptable dress for young people and acceptable dress for adults. Talk about who does the hiring and firing in the work community. Inform the group that a sports team must wear acceptable dress for the occasion. The interview requires a certain kind of clothing; the job usually requires another kind. Show that it is important to be neat and clean no matter what clothing you wear.

Have the group hold a contest for the best dressed boy and girl. Have the students vote using a rating sheet listing the items below. Provide a reward such as tickets to a movie, etc.

Developing Core: Check your dress and grooming carefully for the following:

1. Hair--clean and trimmed.
2. Face--clean and shaven.
3. Teeth--brushed with no unpleasant breath.
4. Hands--clean with trimmed nails.
5. Body--bath and deodorant.
6. Outfit--conservative, clean, pressed.
7. Socks--clean, no holes, not white.
8. Shoes--shined, not badly worn.
9. Posture--stand tall and straight, no hands in pockets.

Human Resources

Home Economics teacher.

Health teacher.

Physical education teacher.

Material Resources

Virginia Bailard and Ruth Straus (137 B15a) Ways to Improve Your Personality, McGraw-Hill Book Company.

E. G. MacGibbon (174 M16a2) Fitting Yourself for Business, McGraw-Hill Book Company.

E. G. MacGibbon (395 M16a) Manners in Business, The MacMillan Company.

Allen R. Russon (174 R92) Business Behavior, South-Western Publishing Company.

Carolyn Hasner Shaw (395 S534) Modern Manners, E. P. Dutton & Company, Inc.

P. Stratton (395 S91a) Your Best Foot Forward, McGraw-Hill Book Company.

Joseph Famularo and Phillip S. Atkinson (174 F215) Executive Profile, McGraw-Hill, Inc.

Ruth Tollman (G619.49 M68) Guide to Beauty--Charm--Poise, Milady Publishing Corporation.

Film: Hair Care SM2449.34

Film: How to be Well Groomed SM449.30

Film: Improving Your Posture SM449.19

Film: Personal Health for Girls SM449.26

Film: Personal Hygiene for Boys SM449.27

Film: Posture and Exercise SM449.11

Film: Your Cleanliness SM449.28

Film: By Juniper SC-501 27 min. (University of Pittsburgh D.E. film library, phone 621-3500, ext. 510) Improving the attitude of man toward man.

Filmstrip: Grooming for Girls Series 6 filmstrips F49.6 - F49.14

Filmstrip: Your Posture, Good or Bad F49.13

Filmstrip: Manners Make a Difference: Do's and Don'ts in Good Manners, Why Have Good Manners F45.7

Filmstrip: Health Series F49.1 - F49.5

ORAL COMMUNICATION

ORAL COMMUNICATION

- Objective:** To develop an understanding of the importance of improving oral communication in telephone usage, interviews, and other job-related situations.
- Caution:** Since slang, obscenity, and boisterousness have become habitual with many young people, this topic should be handled carefully. DO NOT inform the group about the best way to talk and act--try to get them to determine this themselves.
- Motivation Activity:** List two columns on the chalkboard labeled acceptable slang and unacceptable slang. Talk about the interview and job-related situations. Ask each student to list words or phrases in one of the two columns. Allow the class to determine which, if any, would be appropriate in different situations. Try to get them to understand the importance of using the correct language when the situation requires it. Inform them that their job could be the penalty for using improper language.
- Developing Core:** Good oral expression is important for many reasons. Some are as follows:
1. Helps convey your ideas, your attitudes, and needs.
 2. Adds to your self-confidence and poise.
 3. Helps eliminate quarrels and misunderstandings.
 4. Allows you to show displeasure in an appropriate manner.
 5. Shows respect for fellow employees and superiors.

It is often necessary to use job-related oral expression when --answering help wanted ads by telephone, talking at job interviews, asking questions relating to performance on the job, conversing with supervisors and fellow employees, speaking to customers or clients, sharing work information with employees, using the telephone, conveying messages and instructions, etc.

Use titles and last names (Miss Jones, Mr. Bennett) until you are better acquainted with fellow employees and superiors. It is wise to use titles and last names with superiors until they ask you to use their first names.

Facial expressions can communicate warmth and friendliness just as much as the spoken word. Remember to:

1. LOOK AT THE PERSON TO WHOM YOU ARE SPEAKING.
2. SMILE -- RELAX.
3. BE EASY-GOING AND PUT OTHERS AT EASE.

Act and speak as though you wish to be a part of the company, not apart from it. Use "hello," "good morning," "good afternoon," and "goodbye" when appropriate. Apologize when you find you are wrong. Always listen carefully.

Always communicate information concerning absence or lateness. Inform your supervisor or employer as far in advance as possible. Do this yourself. Speak to someone that knows you. Do not leave a message with a fellow employee. Indicate when you expect to return to work. Call again if this changes. Explain the reason for your absence or lateness. REMEMBER, IF YOU ALWAYS TELL THE TRUTH, YOU WILL NOT NEED TO MEMORIZE WHAT YOU SAY.

It is difficult to speak well when you are emotionally upset. Wait until you are calm and can collect your thoughts. Do not insult those with whom you disagree. YOU MAY WIN THE BATTLE, BUT LOSE THE WAR. Do not be afraid to admit to mistakes--all new employees make them. Learn from your mistakes.

When using the telephone, the following suggestions should help you communicate effectively.

1. Speak clearly (no gum, smoking, etc.).
2. Have pencil and pad for messages.
3. Speak slow and directly into mouthpiece.
4. Develop a listening ear and concentrate on what is being said by the caller.
5. Give accurate information. Obtain accurate information.
6. Write the name and number of callers.

It is important to be aware of the existence of standard and non-standard speech forms. It is important to understand that both forms can be used as an effective mode of communication. It is equally important to be prepared to use standard forms of speech at the appropriate time.

Other Activities:

Have students give short extemporaneous talks on such subjects as explaining tardiness, asking to be excused from school, telling what he did on the job, making an introduction, etc. Tape talks and play back. Have the students identify and correct grammatical errors, slang, and other errors.

Have students list and discuss uses for the telephone in business and industry. Allow students to role play answering a business phone, taking messages, etc.

Play "GOSSIP"--Teacher whispers phrase to first student who whispers what he heard to second student who whispers what he heard to third student, etc. Last student who receives message reports what he heard. Discuss the importance of speaking distinctly and listening attentively.

Discuss which jobs require good oral expression. Also, which jobs require little oral expression. List some of these.

Use "Teletraining" equipment (available from Bell Telephone Co.) for role playing situations in use of the telephone.

Human Resources

English and Speech teachers.

Home Economics teacher.

Material Resources

Filmstrip: Why Study Grammar F31.19.

Film: A Manner of Speaking SM3 415.12 28 min.

A dramatization about a businessman, the failure of whose car causes the postponement of a meeting scheduled with one of the firm's best customers. Shows how a series of badly handled telephone calls by the businessman and his staff result in the cancellation of the contract. (Also available from Bell Telephone.)

Film: Speech: Effective Listening SM2 425.17 15 min.

Demonstrates the importance of effective listening in the communication process. Points out the obstacles to effective listening and suggests ways for the listener to become aware of these obstacles and to remedy them.

Film: Improving Your Pronunciation SM 425.2 10 min.

Improvement of these basic rules: Pronounce every syllable. Pronounce each sound correctly. Use accepted pronunciations. Use natural pronunciation.

Film: Listen Please SM-1A1, University of Pittsburgh, D.E. Library. 11 min.

Stresses the importance of listening to the other person. Presents a variety of situations in every day as well as on-the-job supervision.

Film: Thanks for Listening 30 min. Call Bell Telephone Business Office to obtain film. Illustrate value of good telephone habits.

Film: The Voice of Your Business 12 min. Call Bell Telephone Business Office to obtain film. Simple rules of good telephone usage.

TRANSPORTATION--PITTSBURGH

ON-THE-JOB SUCCESS

ON-THE-JOB SUCCESS

ON-THE-JOB SUCCESS

Objective: To list, define, and develop an appreciation of those personal and job-related factors which contribute to job retention.

Motivation Activity: Have students explore the qualities they look for when choosing a friend. They may write these on a sheet of paper, exchange them and then each student can read aloud the one he received from his classmate. The teacher should then relate the similarities between employer/employee and two friends. Also, note the differences.

Developing Core: Ten important traits are necessary to have success on a job--they are:

1. GO TO WORK EVERY DAY.
2. ALWAYS BE ON TIME.
3. BE WILLING TO WORK HARD.
4. DO NOT BE DISHONEST OR CHEAT.
5. DO NOT BE CARELESS.
6. USE GOOD MANNERS.
7. BE WILLING TO LEARN.
8. DO NOT GOSSIP OR BE A TROUBLEMAKER.
9. KEEP YOURSELF NEAT AND CLEAN.
10. FOLLOW THE RULES OF THE COMPANY.

If you have these ten traits, you will be a good worker. It is unlikely you will ever be fired; you may get promoted to a better job with higher pay. Keeping a job and getting promoted should be very important to you since a job, for most people, is an integral part of adult life.

Other Activities: GO TO WORK EVERY DAY--explore the statement, "A friend is one who is always there when you need him." An employer needs the worker and expects him to be there. Place the student in the place of the employer and ask what he would do if someone does not show for the job everyday. Show the students how to report off when they are sick and inform them of the necessity of knowing how to contact their employer if they must report off. See page 73 for ABSENCE REPORT.

ALWAYS BE ON TIME--No one likes to wait for anybody--explore the phrase, "Time is money," and relate the cost to an employer if an employee is always late. Inform the student that they should call the employer as early as possible if they are going to be late.

BE WILLING TO WORK HARD--invite an alumnus who has achieved job success and promotion as a result of hard work--have him conduct a "rap session" with the group concerning the following: doing what you are told, the value of asking questions, how to handle unfair requests by the employer, how to stay happy with your job, etc. Discuss "unwillingness to do a little extra on your own."

DO NOT BE DISHONEST OR CHEAT--discuss how cheating may really be "cheating yourself" and dishonesty imposes the burden of remembering everything you have lied about so as not to be "caught."

DO NOT BE CARELESS--divide the word into two parts--care and less--ask the group to define each work--"A friend is one who cares," and less means not enough--not enough on a job usually means dismissal.

USE GOOD MANNERS--choose one of the following filmstrips on manners. See page 61.

MANNERS MAKE A DIFFERENCE

WHY HAVE GOOD MANNERS?

BE WILLING TO LEARN--discuss the statement, "The more you learn, the more you earn." Show how this can mean job advancement. Invite a person who has learned while on a job to present their story to the group. Discuss the inevitability of making mistakes and that one should learn from them.

DO NOT GOSSIP OR BE A TROUBLEMAKER--play a game with the class or a small group as follows:

Write a short statement on a sheet of paper and tell it to the first person in secret--he whispers it to the next person, etc. Have the last person tell what he heard. Read the statement to the class.

The difference in the stories should show the group how harmful rumors and gossip can be. Discuss why the employer needs harmony among his employees and why troublemakers are fired.

KEEP YOURSELF NEAT AND CLEAN--have a dress up day and ask each student to grade himself on his dress--invite the home economics teacher into the class to speak about being neat and clean--explain wearing the right type of clothing for the right job and how they still can be neat and clean.

FOLLOW THE RULES OF THE COMPANY--explore a society that has no rules to show the students how necessary rules are for humans--have the students form a group with no rules and see if any become necessary--show how this relates to the employer and his company. Page 74 shows the rules of a local company that are given to each beginning employee. Discuss these rules.

NOTE: YOU MAY WISH TO DISCUSS THE "PROBLEMS ON THE JOB" SHEET on page 75.

ABSENCE ANALYSIS REPORT

STUDENT _____

DATE _____

ABSENT _____ DAYS SINCE THE BEGINNING OF THE SCHOOL YEAR

ALL ABSENCES AFTER THE ABOVE DATE SHOULD BE RECORDED BELOW

Cause	Enter Date of Absence at Top of Columns and Place a Checkmark Next to Appropriate Cause of Absence										Total
1. Personal illness											
2. Illness in family											
3. Care of younger members of family											
4. Awoke late											
5. Transportation difficulty											
6. Death in family											
7. Traveling with family											
8. Physically tired											
9. Depressed feeling											
10. Doctor's appointment											
11. Lack of suitable clothing											
12. Personal or family chore											
Other Causes											
13.											
14.											
15.											
16.											
17.											
GRAND TOTAL											1

EMPLOYEE RESPONSIBILITIES

1. Be sure that you are on time for work. Allow extra time until you have a pattern worked out. If you know that you will be late, phone in.
2. Make up your mind that you will be at work every day. If something happens such as sickness, to prevent your working, notify your supervisor by telephone as early as possible.

Note: Being late for work and "taking the day off" are the two most common reasons why an employee starting out with a company is not promoted, is not given a raise, and often may be fired.

3. You are allowed to be away from your work area at certain times. Make sure you have a good reason when you leave your work area; let somebody know where you went, and don't stay too long.
4. Make sure you follow instructions. If you are not sure about something, ASK QUESTIONS!
5. You are expected to turn out a certain amount of work. At least do that. Do it as well as you can. Be aware that it may take a little time to equal the production of those with more experience than you. Don't be discouraged. Your employer knows it will take time for you to become proficient. He expects only that you try hard and show an interest in your performance.
6. If you make a mistake, admit it. Find out what was wrong. Practice so that it is not repeated.
7. Make friends with your co-workers. They can teach you more about the company and your job in a couple of weeks than you could learn by yourself in six months.
8. Keep your eyes open for a chance to advance. Make sure your supervisor knows that you want to advance. Prepare yourself for advancement by whatever method is appropriate to the job and company (more schooling/training, etc.):

PROBLEMS ON THE JOB

1. An employee that is continually late. The boss speaks to him about the problem. How does the employee answer?
2. The employee has a bad habit of forgetting names of the people on the job. He also forgets where things, that he needs, are stored. How does he handle the problem?
3. The boss can be nasty when the employee makes mistakes. The boss uses bad language and is not considerate of the employee's feelings. What can the employee do about this problem?
4. You are called into the office and given four or five things to do for that day. Having so many directions to follow at one time, you become confused, but you know that the work must be done. How will you handle this situation?
5. You do not know the things to be done on the job to be successful. You have asked three or four questions that morning, but you need additional information. What will you do?
6. The boss keeps calling you "Hey Kid!" How will you get the employer to remember your name without causing conflict?
7. You made bad bus connections several days and were late for the job. How will you handle this situation?
8. You were given the company handbook. The rules, regulations, and job descriptions were outlined in the book. Because you haven't read the manual, you are constantly making unnecessary mistakes. How will you respond when the boss calls you in to talk to you about your problems in this area?
9. Conduct a job interview using some of the same techniques that the interviewer used in the film?
10. Can you think of any other problems that might occur on the job?

Human Resources

Home Economics teacher.

Health teacher.

Material Resources

Film: How to Keep a Job SM 444.21 10 min.

Job success is dependent upon more than a wise selection of vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important, job success means getting along with fellow workers, conduct of work, attitude toward company and several other factors which this film explains.

Film: Personal Qualities for Job Success SM 444.10 10 min.

Young people will see high school graduates applying for jobs and will learn the importance of business-like work habits, willingness to take criticism and the ability to get along with others--all elements of job success.

Film: The Gossip SM2 445.36 13 min.

Dramatizes a high school situation in which gossip, rumors, and failure to check facts lead to distressing misunderstandings among friends. Designed to stimulate thought and discussion on these general problems.

Film: Improve Your Personality SM 445.29 10 min.

Emphasizes that personality is not a vague, glamorous attribute of the fortunate few, but a part of each individual's character. Shows how personalities can be developed, adapted, and controlled.

ON-THE-JOB SAFETY

ON-THE-JOB SAFETY

Objective: To develop safety habits that should be exercised at work.

Motivation Activity: Write the slogans, "Safety is everybody's business," and "The life you save may be your own," on the chalkboard. Discuss these and other slogans with the group.

Developing Core: Three reasons for developing safety habits are:

1. Major accidents may cause death or disability and loss of income for life.
2. Minor accidents are painful and may cause loss of time from work.
3. The careless worker can cause accidents to himself and/or his fellow workers.

Safety is important to employers because:

1. Workers who are careless are labeled "accident prone."
2. Accidents cause interruptions of work schedules.
3. Accidents which cause employee absenteeism are a concern to employers.
4. The employer may need to pay higher insurance premiums if too many accidents occur; in fact, his insurance could be cancelled.

Other Activities: Have the class develop safety rules in relation to the following items:

1. Lifting
2. Walking
3. Handling and carrying objects
4. High places
5. Tools
6. Office and factory equipment
7. Flammables
8. Dirty work areas
9. Electrical hazards
10. Accident reporting and treatment of injuries
11. Preventing accidents
12. Horseplay and practical jokes

Invite a speaker from the safety division of a local industry to discuss safety with the class. Have him bring statistics, signs, pamphlets, etc. related to his plant safety program.

Discuss the positive actions to eliminate or reduce the effect of the following human factors which cause accidents--emotional tensions, overconfidence, insufficient knowledge or skill, physical illness, unusual excitement, fear, excessive pressures.

Make certain each student is aware of the survival words on page 80.

ALL STUDENTS SHOULD KNOW THE FOLLOWING WORDS FOR PROTECTION
AND INFORMATION:

BE CAREFUL	EXPLOSIVES	FIRE
INFLAMMABLE	DYNAMITE	BUS STATION
DANGER	FIRE ESCAPE	NO TRESPASSING
DOCTOR	GO	POISON
ENTRANCE	STOP	PRIVATE
EXIT	HELP WANTED	RAILROAD CROSSING
POLICE	BOY	GIRL
SLOW	WET PAINT	MEN
SCHOOL	KEEP OFF	WOMEN

BASIC SIGHT VOCABULARY OF 220 WORDS

<u>CONJUNCTIONS</u>	<u>PRONOUNS</u>	<u>ADVERBS</u>	<u>ADJECTIVES</u>	<u>VERBS</u>	
and	he	again	a	am	let
as	her	always	all	are	like
because	him	around	an	ask	live
but	his	away	any	ate	look
if	I	before	best	be	made
or	its	far	better	been	make
	me	fast	big	bring	may
<u>PREPOSITIONS</u>	my	first	black	buy	must
about	myself	here	blue	call	open
after	our	how	both	came	pick
at	she	just	brown	can	play
by	that	much	clean	carry	please
down	their	never	cold	come	pull
for	them	no	eight	could	put
from	these	not	every	cut	ran
in	they	now	five	did	read
into	this	off	four	do	ride
of	those	once	full	does	run
on	us	only	funny	done	said
over	we	out	good	don't	saw
to	what	so	green	draw	say
under	which	soon	hot	drink	see
upon	who	then	kind	eat	shall
with	you	there	light	fall	show
	your	today	little	find	sing
		together	long	fly	sit
		too	many	found	sleep
		up	new	gave	start
		very	old	get	stop
		well	one	give	take
		when	own	go	tell
		where	pretty	goes	thank
		why	red	going	think
		yes	right	got	try
			round	grow	use
			seven	had	walk
			six	has	want
			small	have	was
			some	help	wash
			ten	hold	went
			the	hurt	were
			three	is	will
			two	jump	wish
			warm	keep	work
			white	know	would
			yellow	laugh	write

Human Resources

Health teacher.

Material Resources

CHILD LABOR LAW

CHILD LABOR LAW

Objective: To establish an awareness of child labor laws, to define the legal hours of work for youth and to develop an understanding of the objectives of such laws.

Motivation Activity: Invite an elderly citizen to tell the class of employment conditions when he was a child--before the child labor laws were enforced.

In a very quick manner, form a company and act as an employer. Hire one of the students and make some unreasonable demands that would break some of the child labor laws. Begin a discussion when the complaints start coming from the student.

Developing Core:

The purposes of child labor laws are as follows:

1. To assure youth the opportunity to obtain an education.
2. To safeguard the health and well-being of young workers and to protect them from injury as a result of hazardous occupations.
3. To help students make a better transition from school to work.

Legal hours of work for youth under 16 during the school year:

1. Not more than 4 hours on school days.
2. Not more than 18 hours per week (Mon. -Fri.).
3. May work an additional 8 hours on Saturday or Sunday, for a total of 26 hours per week.
4. Not more than 6 days a week.
5. May not work before 7 a.m., or after 7 p.m.
Exception: Minors under 16 years of age may be employed distributing newspapers, magazines, or other publications between the hours of 6 a.m. and 8 p.m.

Legal hours for youth 16 and 17:

1. Not more than 8 hours per day.
2. Not more than 28 hours per week (Mon. -Fri.).
3. May work an additional 8 hours on either Saturday or Sunday, for a total of 36 hours per week.
4. May not work before 6 a.m. or after 11 p.m.
5. The following method of prorating the weekly hours of employment permitted for 16 and 17 year

old students during a school week has been approved by the Department of Labor and Industry:

5 school days	-- 28 hours
4 school days, 1 vacation day	-- 32 hours
3 school days, 2 vacation days	-- 36 hours
2 school days, 3 vacation days	-- 40 hours
1 school day, 4 vacation days	-- 44 hours

A 30-minute meal period is required for all minors after 5 hours of continuous employment.

Child labor laws require minimum ages for employment in certain hazardous occupations--these are explained in Appendix V. The requirements should be presented to students.

Other Activities: Have students prepare a Daily Time Budget as follows:

<u>ACTIVITY</u>	<u>FROM</u>	<u>TO</u>	<u>HOURS</u>	<u>MINUTES</u>
Get ready for school				
Breakfast				
Travel to school				
School hours				
Lunch				
Travel to work				
Employment hours				
Travel home				
Supper				

(Continue with other activities)

Total Hours (Should equal 24) _____

Discuss such things as staying up late, missing meals, home responsibilities, health problems, disagreements, and other factors which could interfere with a time schedule.

This can show the student the reasoning behind the legal hours of work as described in the child labor laws.

NOTE: ADDITIONAL INFORMATION IS AVAILABLE ON THE CHILD LABOR LAW BY CALLING THE STATE OFFICE BUILDING IN PITTSBURGH. TELEPHONE 391-2100, Ext. 253.

QUESTIONS ON INTERPRETATION SHOULD BE DIRECTED TO:

Pa. Dept. of Labor and Industry
Bureau of Labor Standards
Room 1404
Harrisburg, Pa. 17120

WAGE AND BENEFITS LAWS

WAGE AND BENEFITS LAWS

Objective: To develop an understanding of federal and state laws affecting wages and benefits.

Motivation Activity: Ask the class what they think of the law. Many different reactions should come from the group. They should determine that some laws are good and others may be poor. Inform them that there are good laws related to the worker.

Developing Core: Many laws have been passed to improve the conditions of the workers. The following are important to know about:

1. **FEDERAL FAIR LABOR STANDARDS ACT--** establishes a minimum hourly wage--establishes 40 hours as maximum working hours a week at regular rate--specifies that the overtime rate shall be the regular rate, plus at least 50 percent of the regular rate as a premium payment for overtime hours--applies to firms engaged directly or indirectly in interstate commerce.
2. **FEDERAL INSURANCE CONTRIBUTIONS ACT (SOCIAL SECURITY)--**employer withholds a percentage of employee's wages and contributes an equal amount to the Social Security Account of the employee--this provides future retirement income.
3. **STATE WORKMEN'S COMPENSATION INSURANCE** --requires employers to provide insurance for employees and their families covering losses due to injuries or death sustained in the course of employment--the employer pays total contribution.
4. **PENNSYLVANIA UNEMPLOYMENT COMPENSATION TAX--**the employer pays the tax--fund is used to pay persons unemployed, due to lay-off through no fault of their own, for 18 to 30 weeks based on their earnings during the base year period--the maximum is now \$80 per week. Unemployment Compensation is not paid to employees of non-profit institutions (hospitals, school board, social service agencies, etc.).

5. PENNSYLVANIA MINIMUM WAGE LAW--stipulates the minimum wage that must be paid in employment not covered under the Federal Fair Labor Standards Act--minimum rate is now \$1.60 per hour--this can be less under certain conditions such as on-the-job training, etc.
6. PENNSYLVANIA WAGE PAYMENT AND COLLECTION LAW--all wages due his employees must be paid by the employer on regularly scheduled pay-days--allows employers to make wage deductions required by law--enables an employee to take legal action to recover wages due plus liquidated damages.

Other Activities:

Interview or invite an older member of the community to speak about working conditions in the "good old days."

Discuss physical working conditions--light, air, safety conditions, laws specific to women employees, etc.

Discuss employee's right to know these laws and conditions.

Discuss employee's right to ask questions pertaining to employer obligations.

Talk about the channels of communication for employee complaints.

Human Resources

Social studies teacher.

Allegheny County Bar Association.

Neighborhood Legal Services.

Department of Labor, Child Labor Division.

Material Resources

PAYROLL DEDUCTIONS

PAYROLL DEDUCTIONS

- Objective:** To develop an understanding of payroll taxes deducted each pay period and to provide some understanding of tax computations.
- Motivation Activity:** Ask the group to name some of the great heavyweight fighters of all time. When Joe Louis's name is mentioned, ask the group what happened to him. This will bring to their attention a sad story of a great man who did not know how to figure his own income tax problems. This should inspire them to listen to some facts on payroll deductions. Explain "gross" and "net" pay.
- Developing Core:** The basic payroll deductions for most people are the following:
1. **FEDERAL INCOME TAX**--also referred to as Inc. Tax (Income Tax), F. W. T. (Federal Withholding Tax), I. T. W. (Income Tax Withheld), or Fed. Tax (Federal Tax)--deductions are based on number of exemptions claimed and amount of wages. See pages 93 and 94 for Federal Income Tax Table and the copies of Form W-4, "Employee's Withholding Exemption Certificate."
 2. **PENNSYLVANIA STATE INCOME TAX**--deductions are based on a flat rate of 2.3 percent of your gross pay.
 3. **SOCIAL SECURITY TAX**--also referred to as S.S. (Social Security), F. I. C. A. (Federal Insurance Contributions Act), F. O. A. B. (Federal Old Age Benefits), O. A. B. (Old Age Benefits), Soc. Sec. (Social Security)--deductions based on percentage of wages earned with a maximum on taxable wages. The current rate is 5.2 percent on the first \$7,800 earned in a calendar year.
 4. **PITTSBURGH CITY TAX**--deductions are based on a flat rate of 1 percent of your gross pay--most cities and towns in Pennsylvania have this local tax.

5. PITTSBURGH OCCUPATION TAX--a deduction of \$10 is withheld from first paycheck--this is only once each year. NOTE: STUDENTS CAN RECEIVE A REFUND IF THEY KEEP THE RECEIPT OR THEY CAN AVOID PAYING THE TAX IF THEY COMPLETE THE FORM PROVIDED BY THE SCHOOL.

Other deductions could include: UNION DUES, HEALTH INSURANCE, RETIREMENT PLAN, MEDICAL-SURGICAL INSURANCE, HOSPITAL EXPENSE INSURANCE, PROFIT SHARING and SAVINGS DEDUCTIONS.

Other Activities: Teacher and/or class can compute payroll deductions by using sample problems such as the following:

SAM'S GROSS PAY FOR THE WEEK IS \$120.00. THE FOLLOWING DEDUCTIONS ARE MADE FROM HIS PAY:

<u>DEDUCTION</u>	<u>AMOUNT</u>
Federal Income Tax	\$18.80
Social Security Tax	6.24
State Income Tax	2.76
Local Wage Tax	1.20

WHAT IS SAM'S NET PAY?

Have students report on the necessity of taxes--where does this money go--who benefits, etc.?

Discuss the W-4 Form on page 93. Invite a local internal revenue agent to address your students on computing their yearly income tax. Have him bring the short forms for the students to use for practice in filing returns.

Employee's Withholding Exemption Certificate

FORM W-4 (Rev. July 1970) Department of the Treasury Internal Revenue Service

Type or print full name _____ Social Security Number _____

Home address _____ City _____ State _____ ZIP code _____

EMPLOYEE:
File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER:
Keep this certificate with your records. If you believe the employee claimed too many exemptions advise your District Director.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0"
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
(a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0"
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2"
(b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2"
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.)
5. If you claim additional withholding allowances for itemized deductions attach Schedule A (Form W-4) and enter the number of allowances claimed (if claimed you must file a new Form W-4 each year)
6. Add the exemptions and allowances (if any) which you have claimed above and enter total
7. Additional withholding per pay period under agreement with employer (See Instruction 1.) \$

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) _____, 19____ (Signed) _____

1. Number of Exemptions.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, you may either claim a smaller number of exemptions or enter into an agreement with your employer to have additional amounts withheld. This is important if you have more than one employer.

If both husband and wife are employed, ask your employers to see Internal Revenue Service Notice 126 that shows how to claim withholding exemptions so as to avoid owing large additional amounts of taxes.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. Itemized Deductions.—See Schedule A (Form W-4) for instructions on claiming additional withholding allowances based on large itemized deductions.

3. Changes in Exemptions.—You may file a new certificate at any time if the number of your exemptions INCREASES.

You must file a new certificate within 10 days if the number of exemptions you previously claimed DECREASES. Examples of sit-

uations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive \$625¹ or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim your personal exemption on line 2 as a married individual for the two years following the year of the death of your spouse.

¹This amount is \$0 for 1970, \$650 for 1971, \$700 for 1972 and \$750 for 1973 and thereafter.

U.S. GOVERNMENT PRINTING OFFICE: 1969-10-70531-1

4. Dependents.—Each dependent claimed on line 4 must meet all of the following tests.

(a) **Income.**—Will receive less than \$625 income. (If the child will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) **Support.**—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) **Married Dependents.**—Will not file a joint return with husband or wife.

(d) **Nationality.**—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) **Relationship.**—(1) Be related to you as follows:

Child	Stepbrother	Son-in-law
Stepchild	Stepsister	Daughter-in-law
Mother	Stepmother	The following if related by blood:
Father	Stepfather	Uncle
Grandparent	Mother-in-law	Aunt
Brother	Father-in-law	Nephew
Sister	Brother-in-law	Niece
Grandchild	Sister-in-law	

or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

²Includes a child who is a member of your household if placed with you by an authorized placement agency for legal adoption.



Full Text Provided by ERIC

Human Resources

Material Resources

Understanding Taxes, Internal Revenue Service, Department of the Treasury.

How to Organize and Operate a Small Business, Pearce C. Kelly, Kenneth Lawyer, and Clifford M. Baumbach, Prentice-Hall.

Training Aids:

- Overhead projector
- Screen
- Film projector
- Cassette player
- Transparencies

LABOR ORGANIZATIONS

LABOR ORGANIZATIONS

- Objective:** To interpret the role of labor unions in the American economy by explaining how unions affect members of the labor force.
- Motivation Activity:** Hold a stick above your head and break it. Take 30 to 40 sticks and try to break them. This is more difficult or impossible. This should illustrate to the students that there is strength in numbers. Unions are groups of co-workers organized for the joint and mutual protection of their common interests.
- Developing Core:** Although only 30 percent of the labor force belongs to labor unions, union membership and influence affects members of the labor force whether they are union members or not. Therefore, both pros and cons of unions must be presented to students in an impartial manner.
- The Wagner Act of 1935 gave workers the right to organize by joining unions and to make agreements with their employers through chosen representatives.
- Students should be aware of the following terms:
1. UNION SHOP--union membership is required of all employees--if employee refuses to join, he loses his job.
 2. OPEN SHOP--union membership is not a condition for employment--the employee has a choice.
 3. COMPANY UNION--a union whose leaders are all employees of the company--has no affiliation with any other trade union.
 4. TRADE UNIONS--members work in a specific trade--they do not necessarily work for the same employers.
 5. INDUSTRIAL UNIONS--unions represent all workers of an entire industry, such as United Steelworkers of America.
 6. INITIATION FEE--a sum of money, regardless of job, which must be paid to the union by an employee at the time he becomes a union member.
 7. UNION DUES--union dues are established by union members and may be paid on a flat rate or percentage of pay basis.

8. STRIKE--the strongest weapon a union has for obtaining its demands--it is the refusal of employees to report to work until union demands are met.
9. BOYCOTT--an attempt by union members to persuade customers not to buy from their employer while a strike is in progress.
10. CHECKOFF--the employer agrees to deduct union dues from wages of employees and transfer them to union.
11. SENIORITY--the length of service of employees with an employer--seniority often determines the order in which workers are laid off, promoted, transferred, or rehired.
12. BIDDING--signing a posted notice of a job opening so that you may be considered for that job on the basis of seniority.
13. LABOR AGREEMENT--negotiated by the union with management--defines the company's agreement with the union as to wages, hours, working conditions, benefits, and job rights--may be accepted or rejected by employees--if accepted, union enters into a contract with the employer--it is important that each union member obtain his copy of the contract and understand it.
14. FRINGE BENEFITS--benefits such as hospital insurance, life insurance, pension plans, etc. may be paid for fully or partially by the employer.

Other Activities:

Appoint a committee to visit the headquarters of one of the labor organizations in the Pittsburgh area. Use list on pages 99, 100, and 101. Call first to arrange for interview. Have committee report to class on interview.

Invite a representative of one of the local unions to speak to the class on the organization and structure of his union--try to locate the speaker from a union the students may be able to join in the future.

Have students discuss the following questions:

1. What are the advantages to the worker of having a union negotiate wages and other benefits? What are the disadvantages? Would you like to do this yourself?
2. Do workers that do not belong to the union benefit from union activities? Should they?
3. Should seniority be the only basis for promotion within a company?

4. Why are working conditions important to workers?
5. After an employee becomes a member of the union, he can be fired for "just and sufficient cause" only. However, during the period before membership, the employee can generally be fired for any reason, without notification to the union. Why is the new employee especially vulnerable to dismissal during this time? What special work habits should the employee display during and after this period? Why?

Discuss the causes which encouraged labor to organize such as the industrial revolution, low wages, long hours of work, poor working conditions, child labor, lack of worker representation, etc. Do they still exist today?

Obtain copies of union publications for class use. Free subscriptions to the AFL-CIO NEWS and THE AMERICAN FEDERATIONIST are available if you write to Saul Mills, Director of Publications, AFL-CIO, 815 Sixteenth Street, NW, Washington, D. C. 20006. Other educational materials are available by writing to Walter Davis, Director of Education Department, AFL-CIO, at the Washington, D. C. address.

Labor Organizations in Area

Labor Organizations

AFL-CIO Laundry & Dry Cleaning
International Union 550 Grant -----471-4829

AFL-CIO LAUNDRY & DRY CLEANING
INTERNATIONAL UNION LOCAL 141
CarltonHouseHotel-281-8105

AFL-CIO SUB REGION NO 3
AFL-CIO
SUB REGION NO 3
Century Bldg -----261-0822

ABEL I W
President
United Steelworkers
Of America
Commonwealth Bldg -----471-5254

Labor Organizations--(Cont'd)

ALLEGHENY COUNTY LABOR COUNCIL
AFL-CIO
Room 544
WmPennHotel -----281-7450

Amalgamated Clothing Workers Of America
No 86 ClarkBldg -----281-7091

AMALGAMATED CLOTHING WORKERS OF
AMERICA PITTSBURGH DISTRICT JOINT
BOARD
Michael Delligatti-Manager
ClarkBldg -----281-9983

AMALGAMATED FOOD EMPLOYEES UNION
LOCAL 590
AFL-CIO OF N.A. AFL-CIO
Office Hours - 9 AM to 5 PM
201 Penn Center Bldg WilksTwp-244-1820

AMALGAMATED MEAT CUTTERS &
BUTCHER WORKMEN OF NA LOCAL 424
HOURS 9 AM-5 PM DAILY
No Office Hours Saturday
1118 E Ohio -----231-7991

Amalgamated Transit Union AFL-CIO-CLC
Div 1063 WmPennHotel -----281-1289

Amalgamated Transit Union Division 85
ClarkBldg-281-5583

American Bakery & Confectionery Workers
Local 12-AFL/CIO 6025PennMall 441-5030

American Federation of Television &
Radio Artists EmpireBldg -----281-6767

AMERICAN FEDERATION STATE COUNTY
MUNICIPAL EMPLOYEES AFL-CIO
Room 310
EmpireBldg -----471-1218

Appalachian Council AFL-CIO
700 5Av-232-3405

Asbestos Workers Union No 2
HouseBldg-281-2531

ASSOCIATED TRADES & CRAFTS
Office Hours 9 AM to 5 PM
Century Bldg -----391-8777

Association Of Westinghouse
Salaried Employees LindenAv
E Pittsburgh 823-9333

AUTOMOTIVE CHAUFFEURS PARTS &
GARAGE EMPLOYEES LOCAL UNION
NO 926 ClarkBldg -----281-4633

Bakery & Confectionery Workers Local Union
No 12B MageeBldg -----261-3566

BAKERY DRIVERS LOCAL 485 WELFARE &
PENSION FUNDS
Helen Stromberg-Fund Manager
MageeBldg -----391-3070

Bakery Drivers Local Union No 485
MageeBldg-261-3283

Barbers' Local Union No 20 AFL-CIO
HouseBldg-261-1140

BARTENDERS UNION LOCAL NO 188
Hampton Richardson-Secretary
Treasurer
925PennAv -----261-1216

Bindery Workers Union Of Pgh Local No 73
133 1Av-471-9000

Brewery Workers Unions MageeBldg -----281-5767

BRIDGE STRUCTURAL & ORNAMENTAL
IRON WORKERS SHOPMEN'S LOCAL
UNION NO 527
Telephone Answers 24 Hours Daily
HouseBldg -----281-5280

BROTHERHOOD OF RAILWAY & AIRLINE
CLERKS PENNSYLVANIA RAILROAD
SYSTEM BOARD
Penn-Central System Board
ClarkBldg -----281-1866

Brotherhood Of Railway Clerks P & L E
System Board HouseBldg -----261-6546

BUILDING MATERIAL & CONSTRUCTION
DRIVERS HELPERS & MATERIAL
HANDLERS LOCAL 341
Henry V Totto-President
423McIntireRd -----343-8555

Canning & Pickle Workers Local Union 325
A F Of L -----321-1711

Labor Organizations--(Cont'd)**CARPENTERS' DISTRICT COUNCIL
OF WESTERN PENNSYLVANIA**

**Representing Carpenters
In 29 Counties Of
Western Pennsylvania
Fully Qualified In All
Phases Of Construction
CALL
922-6200**

495 S. 3rd St. - - - - - 922-6200

Carpenters Union Heavy Construction
Local 2274 495 S. 3rd St. - - - - - 922-6210

Cement Masons Local 526 Combined Funds
2600 Cal. Corns Av. 761-6166

CEMENT MASONS UNION LOCAL NO 526
Building & Heavy Construction
Local 526 - - - - - 761-6310

Communications Workers Of America
Local 2550 - - - - - 761-6646

Communications Workers Of America
Local 2591 - - - - - 281-1863

**CONSTRUCTION GENERAL LABORERS
LOCAL UNION 573**

304 Ross - - - - - 471-6556

**CONSTRUCTION GENERAL LABORERS &
MATERIAL HANDLERS LOCAL UNION
NO 1058 1311 Penn Av** - - - - - 261-1634

**DRIVERS & EMPLOYEES OF PETROLEUM
INDUSTRY LOCAL 273**

Studio B-Club Floor
Wm Penn Hotel - - - - - 281-5145

Federation of Telephone Workers of Pa
Pgh Div 922 Penn Av - - - - - 471-1414

**FEDERATION-WESTINGHOUSE
INDEPENDENT SALARIED UNIONS**

Thomas O'Leary President
Carlton Hotel - - - - - 471-3815

Floor Coverers & Decorators Local
Union 1759 445 Commonwealth - - - - - 522-6206

**FRATERNAL ASSOCIATION OF SPECIAL
HAULERS**

Local Union Number 100
400 East St - - - - - 222-4010

**GENERAL TEAMSTERS
CHAUFFEURS & HELPERS
LOCAL UNION NO 249**

1311 Penn Av - - - - - 281-3130

**TEAMSTERS LOCAL
249**

LAWRENCEVILLE

FOR INFORMATION CALL

**GENERAL TEAMSTERS CHAUFFEURS &
HELPERS LOCAL UNION NO 249**

400 East St - - - - - 683-2300

**GENERAL WAREHOUSEMEN & EMPLOYEES
UNION LOCAL 636**

1311 Penn Av - - - - - 281-3130

GLAZIERS LOCAL UNION NO 751

Friendship Plz 362-6576

Health & Welfare Div Manor Bldg - - - - - 281-8407

Great Lakes & River District Of Master Mates
& Pilots Local 47 House Bldg - - - - - 471-1941

**GROCERY & FOOD WAREHOUSEMEN
LOCAL UNION NO 635** - - - - - 471-4343

Hospital Workers Union Local 1199 P
Hospital Bldg - - - - - 361-4820

**HOTEL & RESTAURANT EMPLOYEES
ALLIANCE LOCAL 237**

GENERAL OFFICES
261-5564

261-5564

261-5564

261-5564

Human Resources Development Institute AFL-
CIO 1000 Penn Av - - - - - 391-2267

**I U E-WESTINGHOUSE CONFERENCE
BOARD**

Robert Nellis-Chairman
827 Locd - - - - - 731-1100

**INSURANCE WORKERS INTERNATIONAL
UNION AFL-CIO LOCAL 13**

Representing Any Type
Insurance Worker
1000 Locd - - - - - 471-2934

**INTERNATIONAL ALLIANCE OF THEATRICAL
STAGE EMPLOYEES LOCAL NO 3**

Telephone Answers At All Times
Fulton Bldg - - - - - 281-4568

**INTERNATIONAL ASSN OF MACHINISTS
& AEROSPACE WORKERS**

Machinists Lodge No 52
Automotive Mechanics
Lodge No 1060
Machinists Lodge No 2321
1000 Locd - - - - - 381-6464

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**International Molders & Allied Workers
Union Local 46** - - - - - 261-0822

**INTERNATIONAL UNION OF ELECTRICAL
RADIO & MACHINE WORKERS AFL CIO
DIST NO 1**

Frank J. Piquano Area Director
2100 Locd - - - - - 731-5552

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**LOCAL UNION
NO 66, 66-A,
B, C, D, and R**

AFFILIATED WITH THE AFL-CIO

FOR INFORMATION CALL

DISTRICT #1

**INTERNATIONAL UNION OPERATING
ENGINEERS LOCAL NO 66**

Main Office
243-4000

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Lithographers & Photoengravers International
Union Local 24 L & 16-P

249F North Av 391-1377

Local 1199 P National Union Of Hospital &
Nursing Home Employees

Highland Bldg 361-4820

Local 421 & Employer Food Industry

Insurance & Welfare Fund

1118 E Ohio 321-8517

Local Union No 3063 Of Office & Technical

Salary Union 224E6Av

462-6363

Marine Engineers Beneficial Association

District 2 AFL CIO 22 E Carson

281-2095

MILK & ICE CREAM SALESMAN DRIVERS &

DAIRY EMPLOYEES LOCAL NO 205

224E6Av 281-4667

Milwaukee Local Union 1160

425 Mansfield Av 922-6204

MILLWRIGHT'S LOCAL UNION 2235

OF PITTSBURGH & VICINITY

MACHINERY ERECTORS

Local Brotherhood of

Machine Erectors of America

CONVEYOR INSTALLATION

1500 Oakfield Av

922-6208

MOVING PICTURE MACHINE OPERATORS

UNION LOCAL NO 171

Room 19-C 239 Fourth Av

281-5762

Musicians Union Local 100

281-1822

National Alliance Of Postal & Federal

Employees Local 100

241-9948

National Association Of Letter Carriers

Local 100

561-5512

National Association Of Letter Carriers

Local 100

561-5511

National Association Of Post Office Mail

Handlers Watchmen Messengers & Group

Leaders AFL CIO Local 19

281-0160

National Maritime Union AFL-CIO

344 Court Av 471-7745

Newspaper Magazine & Print Delivery Drivers

Helpers & Handlers Local 211

679 State St 281-2242

Nursing Home And Hospital Employees

Union Local 434 AFL CIO Local

471-3380

OFFICE & PROFESSIONAL EMPLOYEES

INTERNATIONAL UNION LOCAL NO 33-

AFL CIO Investment Bldg

281-4622

PAINTERS LOCAL 409

James Eilenberger Business Agent

900 Light Industrial Bldg

537-2101

Painter Local Union No 6 AFL-CIO Of

Allegheny County & Vicinity

251 Penna 261-0157

Pattern Makers Association Of Pittsburgh &

Vicinity 298 McClure

462-7557

PENNSYLVANIA FEDERATION OF

TEACHERS 1100 E Carson

431-5900

Pennsylvania Telephone Guild

Executive CIO 109 DeWitt Av

884-6262

Pittsburgh Western Div Of

152 North Av 921-1411

Pile Drivers Local Union 2264

231-4668

PITTSBURGH BUILDING TRADES COUNCIL--

LOCAL UNIONS

BRICKLAYERS INTERNATIONAL

UNION LOCAL NO 2

471-3153

CARPENTERS DISTRICT COUNCIL OF

WESTERN PENNSYLVANIA

495 Mansfield Av 922-6200

CEMENT MASONS UNION LOCAL NO 525

Cement Masons Bldg

561-6310

GLAZIERS LOCAL UNION NO 751

Friendship Plz 362-6576

INTERNATIONAL BROTHERHOOD

OF BOILERMAKERS IRON SHIP-

BUILDERS BLACKSMITHS

FORGERS & HELPERS

LOCAL 154 Haverhill

281-2287

IRON WORKERS LOCAL UNION NO 3

2216 Penn Av 281-9806

PAINTERS LOCAL UNION NO 6

AFL-CIO OF ALLEGHENY COUNTY

& VICINITY 951 Penn Av

261-0157

PLUMBERS LOCAL UNION NO 27

2511 Balow Ave 922-2217

SHEET METAL WORKERS LOCAL

NO 12 6316 Broad Street Mail

362-2711

Labor Organizations--(Cont'd)

Pittsburgh Federation Of Teachers Local 400
AFT 1100 E Carson 421-5900

PGH LOCAL NO 29 SERVICE EMPLOYEES
INTERNATIONAL UNION AFL-CIO

Office Open 9 A.M.-5:30 P.M.
Closed Sundays

Clark Bldg 471-0690

Pgh Musical Society Local 60-471 A F Of M
709 Forbes Av 281-1822

Plumber's Labor's Union Local 347
435 Marion 281-6432

5827 Alder 441-1424
If no answer 431-1190

REFUSE & SALVAGE DRIVERS &
HELPERS UNION LOCAL 609

1601 471-7184
Reinforced Iron Workers Local Union No 318

3108 Bankville Rd 341-0411

RETAIL STORE EMPLOYEES UNION
LOCAL 1407 931 Penn Av 471-3470

Salesmen & Allied Workers Local Union 131
Renshaw Bldg 471-6642

SERVICE EMPLOYEES INTERNATIONAL
UNION AFL CIO

Penn Center Bldg Wilkins Twp 824-7752

Sheet Metal Workers Local 12 J A C
Parkway W 923-1155

Sprinkler Fitters Local 542
2987 Faacock Blvd 931-2241

STEAM FITTERS UNION
Local Union No 449

2987 W Liberty Av 563-4044

Steelworkers International Employees
Independent Union Arnett Bldg 281-7469

STONE MARBLE TERRAZZO & TUCK
POINTERS' UNION NO 33 OF PENNA

Telephone Answers 24 Hours
Law & Finance Bldg 281-1978

TAXI CAB DRIVERS UNION LOCAL 128
Joe & Armand Pres

A Del'Audio Sec-Treas
Clark Bldg 471-2925

Tile Helpers Local 20 300 Beverly Rd 563-6616

Transport Workers Union AFL-CIO Local
No 2044 1527 Penna 471-8166

Treasurers & Ticket Sellers Local No 867
756 Liberty Av 391-3677

Typographical Union No 7 133 1 Av 261-0116

UAW-CIO Allied Chalmers Local 1036
3212 Brighton Rd 761-0450

U A W Local 1001 3 George 771-0909

U A W SUB-REGIONAL OFFICE REGION 2-A
14 Wood 261-4604

United Auto Workers Local 1020
U A W AFL CIO

200 E Trenton Av 471-4277

UNITED DEPARTMENT STORES
EMPLOYEES UNION LOCAL 101 AFL-

CIO Investment Bldg 471-1861

United Electrical Radio & Machine
Workers of America

District No 6
480 Lincoln Hwy North Versailles 351-2334

Local 610 222 Station 271-6614

Local 610 5511 & Signal Dr
2900 Waverly 271-4434

Local 610 522 Station Walmering 823-5685

UNITED MINE WORKERS OF AMERICA
DISTRICT NO 5

PRESIDENT DISTRICT NO. 5
MICHAEL BUDZANOSKI

SECRETARY AND TREASURER
JOHN SEDDON

COMPENSATION DEPT. MGR.
JOHN WUSELS

918 Penn Av 281-9300

UNITED PLANT GUARD WORKERS OF
AMERICA LOCAL 502

2202 Oriole McKeesport 672-2645

United Postal Workers Of Western Pa

733 Penn Av 261-1518

UNITED SLATE TILE & COMPOSITION

ROOFERS DAMP & WATERPROOF

WORKERS ASSN

Local Union No 37

Martin Bldg 322-2166

UNITED STEELWORKERS OF AMERICA



Home of
International Headquarters

FOR INFORMATION CALL
UNITED STEELWORKERS OF
AMERICA 471-5254

United Steelworkers Of America
International Headquarters
1000 North Blvd 471-5254

District & Sub-District Ofcs
District 15

633 Long Run Rd McKeesport 462-1515

District 19 400 Lockhart Rd 362-4544

Sub-District 14 191 4351 682-8205

Sub-District 19 445 Ardmore 782-1889

Sub-District 20 115 Bingham 431-5787

Sub-District 22 68 Ardmore Rd 921-9100

Local Union District 15
100 4551 681-1220

Metals Machine Company L U 7174
415 W 8 Av 462-7480

United Telegraph Workers-AFL-CIO
Renshaw Bldg 281-8936

United Transportation Union Conductors
Committee E O RR

4143 Brown Ave Rd 884-2622

United Transportation Union General
Committee Of Adjustment

P & L Terminal Annex 471-9152

United Transportation Union General
Committee Of Adjustment

Western Pennsylvania 471-2218

United Transportation Union General
Committee Of Adjustment Union Railroad

2201 Ardmore Blvd 271-7476

United Transportation Union Local 1628

2201 Ardmore Blvd 351-0441

Upholsterers International Union

Locals 10 & 157 17 Federal 231-0855

Warehouse Union Local 636 I B T C W & U

1311 Penn Av 281-3130

Western Pennsylvania Joint Council No 20

AFL CIO Local Bldg 471-0690

Western Pennsylvania Operating Engineers

Joint Apprenticeship & Training Program

4150 Liberty Rd 561-6361

Window Cleaners Union Local No 16

Jenkins Archd 471-4116

Human Resources

Social Studies teacher.

Economics teacher.

Material Resources

Film: Labor Movement: Beginnings and Growth in America SM2 589.12 13 min.
Traces the development of the organized labor movement from post-Civil War beginnings to World War I, describing the dramatic events and personalities which characterized it during this period. Discusses the methods by which labor sought to achieve its goals in the changing national economy within a framework of changing relationships between management and labor.

Film: Working Together--A Case History in Labor Management Cooperation
SM2 576.27 24 min.

The story of a nine-year give-and-take struggle between labor and management in an American industrial plant. Re-enacts the first hostile meeting between labor and management representatives; the incidents leading to a strike and its settlement; and the gradual development of an effective working relationship which resulted in increased productivity, higher wages, and better working conditions.

Film: A Local Union SM3 576.23 26 min.

Presents a dramatized story of how a machinist's union presents its problems to management and how agreements are reached through discussion. Explains how union officers are elected, their responsibility to union members, their function in labor--management meetings.

Filmstrip: Growth of American Labor F176.8

Our American Economy, Lindholm and Driscoll--available from school library.

Economics, U.S.A., Leith and Lumpkin.

Labor Law, Carl Rachlin.

Debate: Resolved: Workers who do not belong to a union benefit from union activities.

Debate: Resolved: Seniority should be the only basis for promotion within a company.

JOB AND CAREER DEVELOPMENT

JOB AND CAREER DEVELOPMENT

Objective: To enable a person to constantly evaluate himself to improve and better his standing.

Motivation Activity: Have the students list on the blackboard reasons for wanting to improve and advance in their career. Discuss these and explore the necessity of resigning to get a better job, the possibility of getting additional education, etc. Be certain they are informed of the right and wrong ways to pass through these transition periods.

Developing Core: People may at some time become unhappy in their work career. They may wish to further their knowledge in order to improve on the job or get a better job. Getting this knowledge will probably take some time, effort, determination, and perhaps money. This additional knowledge can be gained through the company or plant training programs, through college or junior college, through home study, etc.

Many people will desire a raise or a promotion from time to time. If you have performed well and have given a beneficial service to the company, you will probably get it. Since they do not always come automatically, the following suggestions may aid in a person getting a salary increase --or a promotion.

1. Explain the best part of your job.
2. Know what you like least and why.
3. Produce evidence of the quality and quantity of your work.
4. Show your improvement and how you benefit the organization.
5. Your past performance will speak for itself.
6. Be able to state the specific job you desire in a promotion or a specific salary increase. Your ideas must be in line with your interests, experience, and preparation.
7. Before you present your case, be prepared.
8. Be objective in discussing your request.
9. If you are refused, do not quit.
10. Re-evaluate yourself and then decide what to do.

Most people will have an occasion to resign from a job at sometime. There are two major reasons a person might resign: you may have a better job offer or you may be dissatisfied with your present job. In any case, it is wise

to have a new job offer before resigning from your old position. There are two ways of resigning: written and oral resignation. There are two reasons for giving a proper resignation: respect of the employer and a possible recommendation, and self-respect by doing the right thing.

LETTER OR RESIGNATION: Should include the exact date you will be leaving (in most cases, a two week notice is expected)--the true reason you are leaving such as opportunity for advancement, more money, etc.--express your appreciation for the job--and what you gained from the work experience.

ORAL RESIGNATION: Should state why you are leaving--mention what you liked about the job--state your appreciation--be as polite and courteous as the day you were hired--say goodbye on the last day of work. Do not state your dissatisfaction unless the employer asks you to--do not criticize your employer to the other employees--do not slack off on your job after giving your resignation.

Many alternates are available to the young person who wishes to gain additional knowledge. The following thoughts should help this person.

1. CONNELLEY SKILL AND LEARNING CENTER--located near the Civic Arena in Pittsburgh--see Appendix VI for information and course offerings--this program is available free to Pittsburgh residents.
2. ALLEGHENY COUNTY COMMUNITY COLLEGE--located near Allegheny High School on the North Side of Pittsburgh--telephone the school for all types of information.
3. COMPANY OR PLANT TRAINING PROGRAMS--investigate the opportunities in the business in which you are working--also, investigate the company policy on paying your tuition to some school.

Other Activities:

Have the students list the opportunities in the Pittsburgh area for gaining additional knowledge. Discuss these.

Invite a representative of the Connelley Skill Learning Center to speak to the group and/or arrange a visit to the Center.

Invite a representative of the Allegheny Community College to explain their programs and/or arrange to visit the North Side Campus.

Have the students write a letter of resignation.

Human Resources

School counselors.

English teacher.

Material Resources

Film: Your Life's Work SM 444.20 22 min.

Describes special qualifications required for the better jobs.

CONSUMER ECONOMICS

CONSUMER ECONOMICS

Objective: To describe ways in which a person can stretch his income by applying principles of wise buying.

Motivation Activity: Have each student in the class keep notes on the amount of money they spend during an entire day. They should keep details on how they spent their money. Have the class compare how they spend money. One person in the class should show wise use of income. Let the class discover this.

Developing Core: The following outline should serve as a guide for this unit. The amount of time available should determine the depth you wish to discuss each topic.

I. Pricing factors affect consumers

A. Different kinds of sellers

1. Department stores
2. Specialty shops
3. Chain stores
4. Door-to-door salesmen
5. Discount houses
6. Cooperatives
7. Others

B. Different market factors

1. Competition
2. Supply and demand
3. Location
4. Services such as guarantee and return privileges
5. Overhead costs

C. Quality and value

1. Brand names, advantages and disadvantages
2. Grade labels for meats and canned products
3. Thread counts and weights for cotton cloth
4. Weight and content of packaged products such as soap

D. Advertising

1. Who pays for ads?
2. Responsible or irresponsible advertising

E. Consumer credit

1. Advantages and disadvantages of charge accounts

- a. 30-day accounts
- b. Revolving charge accounts
- c. Installment accounts
- d. Other sources of credit such as check credit, etc.

II. Sources of consumer information

A. Organizations which test consumer goods

- 1. Consumer's Research
- 2. Consumer's Union
- 3. Others

B. Organizations which test products

- 1. Good Housekeeping magazine
- 2. Underwriter's Laboratory
- 3. American Medical Association
- 4. Others

Other Activities:

Appoint a committee to shop for a name brand appliance in at least three different kinds of stores such as a department store, chain store, and discount store. Have committee report on advantages and disadvantages of buying appliances at each kind of store (price, service, credit, etc.).

Have students report on "Truth in Lending" legislation.

Have students price a certain item (32 oz. bottle of ketchup) at their local store or supermarket. Have them list the store and the price on the chalkboard for comparison. When a student asks why prices are different, have them return and ask the store owner or manager. Perhaps one of these storekeepers will come in and answer questions from the class on pricing. If not, discuss different market factors which may influence prices of these various sellers.

Invite a speaker from the Better Business Bureau, Grant Building, Pittsburgh, to speak to the group on their organization. Obtain pamphlets listed below for the class. Discuss the pamphlets.

- 1. FACTS YOU SHOULD KNOW ABOUT BORROWING.
- 2. DON'T DO BUSINESS WITH A "BAIT ADVERTISER."

Discuss advantages and disadvantages of advertising for the consumer: reduced cost, education, information, increased living standards, etc.

Discuss sources of consumer information. Examine copies of Consumer's Research, Changing Times, etc.

Plan a class activity such as a field trip or a picnic. Figure the amount of income first by voting how much each student will contribute. List all proposed expenses. Estimate total cost of activity and balance the budget by adjusting expenses. A committee or committees might work more efficiently on this activity.

Human Resources

Sales/Merchandising or Distributive Education teacher.
Home Economics teacher.
Allegheny County Department of Consumer Protection.

Material Resources

Filmstrip: New Look at Budgeting F 76.1 88 fr color

Filmstrip: Managing Your Clothing Dollars F 76.1 63 fr color

Film: Your Thrift Habits SM 445.3 11 min.

When Tony wants to buy a new camera, his father helps him establish good thrift habits. Tony learns to distinguish between fixed and flexible expenses. Thus, he is able to save for both short-range and long-range goals. Learning to manage his money, Tony begins to understand that thrift is the absence of waste.

Film: Why Budget SM 476.2 11 min.

Discusses the importance of the budget to individuals and families of all income levels. Explains what the budget is, how it is set up in relation to needs and income, what is to be gained by following a well-planned budget.

Film: Consumer Protection SM 417.0 10 min.

Illustrates the practical value of consumer services with a comparison of buying habits of two families, the Whites and the Kings. Harry White and his wife, who buy everything on the superficial basis of price and appearance alone, often find that they've made the foolish purchases. But the Kings, who take advantage of the wealth of information available from both government and private consumer services are adequately protected in their buying, and enjoy an improved standard of living.

Film: Consumers Want to Know SM 3 417.9 30 min.

Presents a factual day-by-day account of how the Consumer Union functions, how a test project is carried from start to finish, how Consumer Reports is produced, and how the Consumer Union speaks for consumers at Washington hearings.

Film: Too Good to be True SM2 417.8 20 min.

Better Business Bureau film with Bud Collier. Shows some dishonest and unethical advertising and business practices such as "nailed-to-the-floor-techniques" used to get customers into the store with no intention of selling the advertised items. These "Bait and Switch" techniques are not common practice yet prevalent enough that the consumer must be on the alert and watch for them.

Film: Installment Buying SM 417.1 10 min.

Gives answers to three questions before buying on credit: Is the article worth buying on installment? Can I afford it? Am I getting the best installment terms?

Film: Most For Your Money SM2 417.5 14 min.

Two representative problems--a girl purchasing a new sweater, a boy selecting a power saw--illustrate the basic principles of sound consumer buying.

APPENDIX I



PITTSBURGH
MARKET

INDUSTRY
IN THE
PITTSBURGH
AREA

INFORMATION

The Pittsburgh area, so long dependent upon two industries - steel and coal - now relies on a diversification of industries and the "know how" of extensive research and testing behind the industrial processes for its long-range economic health and welfare.

Pittsburgh, not one of the largest Metropolitan Areas of the nation in area and population, stands tall among the huge manufacturing districts - ranking 14th in the number of industrial plants, 8th in the number of industrial workers; 7th in industrial payroll; and 9th in value added by manufacture.

Pittsburgh is a prime producer of steel - and also makes much of the materials and products used in construction, mining, heavy manufacturing and the making of consumer goods.

Although Pittsburgh is known the world over for its great output of steel, the area has seen increased diversification and sophistication of its industry over the past few years, in order to reduce its economic dependence upon the production of that commodity. Steel, however, still is number one in any assessment of the area's industry and gives Pittsburgh the distinction of being one of the nation's top producers, since nearly one-fifth of the steel-making capacity of the United States is still located in the rather confined 50-mile area defined as the Pittsburgh District - which produces almost 20% of the national tonnage. Of a total of 2,424 large and small manufacturing plants in the metropolitan area, 155 plants produce steel and provide work for 131,000 steelworkers.

The fact that Metropolitan Pittsburgh keeps expanding its industrial community is not so well known. However, over 6,000 different products are coming out of plants utilizing the skills of 259,218 men and women, whose combined income exceeds \$2.1 billion a year.

Heavy machinery, electrical machinery, steel mill machinery, railroad brakes, mine safety equipment, and all kinds of electrical equipment; fabricated metal products, coal, coke, and chemical products; petroleum products; food and food products; apparel and related products, paper products, printing and publishing, lumber and wood products, furniture and fixtures; and instruments and related products carry the "MADE IN PITTSBURGH" label.

The investment made by industry in the economy of the Pittsburgh area increases each year. For instance, 10 years ago in the Metropolitan Area, the value of production was \$6.8 billion, value added by manufacture amounted to \$3.2 billion, and wages to \$1.8 billion.

The most recent statistics show value of production at \$8.8 billion, value added by manufacture at \$4 billion, and wages, \$2.1 billion.

INDUSTRY IN THE PITTSBURGH AREA

-2-

Always progressive, the area has encouraged more light manufacturing to offset some of the economic reliance on heavy industry by the development of many successful industrial parks. Already housing industrial firms, or in the planning stage are more than 36 of these highly attractive and strategically located parks where light, airy, modern buildings grace handsome tracts of land.

Research and development - a relatively new industry - has grown to the third largest in the Pittsburgh area, employing over 15,000 in the four-county Metropolitan Area; and over 20,000 technical and support people in the nine-county Pittsburgh Economic Area. Many of the nation's largest industrial firms have research and testing laboratories in the community.

Pittsburgh is also the THIRD largest headquarters city in the United States, taking pride in the fact that 16 of the nation's greatest corporations choose Pittsburgh as their headquarters.

Pittsburgh's nuclear industry, steadily growing since the early 1950's, and recognized as one of the nation's leading centers of nuclear research, employs between 10,000 and 15,000 persons.

The expectation for Pittsburgh's industrial future is bright. According to recent surveys, manufacturing firms plan to increase their capital outlays. For 1972, an 8% increase in spending over 1971 is expected by Pittsburgh area firms. The improvement is expected to be due solely to anticipated higher spending by producers of hard goods (notably primary metals), while producers of soft goods expect a reduction in spending for the second consecutive year.



PITTSBURGH

MARKET

INFORMATION

*PITTSBURGH LABOR MARKET

1966, 1967, 1968, 1969, 1970

Total Manufacturing Wage & Salary Employment in the Pittsburgh Labor Market Area, by Industry -

INDUSTRY	ANNUAL AVERAGE (Est.) (In thousands)				
	1966	1967	1968	1969	1970
TOTAL CIVILIAN WORK FORCE	933.9	950.9	961.8	975.7	986.6
TOTAL UNEMPLOYMENT	27.6	29.7	27.0	24.4	35.9
% Civilian Work Force Unemployed	3.0	3.1	2.8	2.5	3.6
TOTAL EMPLOYMENT	904.1	918.3	932.5	950.0	949.1
FARM EMPLOYMENT	8.1	8.1	8.0	6.0	6.1
NONFARM EMPLOYMENT	895.9	910.2	924.5	944.0	943.0
SELF-EMPLOYED, UNPAID FAMILY & DOMESTIC WORKERS	73.4	70.3	69.2	69.2	68.2
NONFARM WAGE & SALARY WORKER EMPLOYMENT	822.6	839.9	855.3	874.8	874.9
ALL MANUFACTURING INDUSTRIES - TOTAL	293.0	290.7	288.6	289.4	278.3
ALL NONMANUFACTURING INDUSTRIES - TOTAL	529.5	549.1	566.7	585.4	595.5
Mining	8.9	9.1	8.4	8.7	8.9
Bituminous coal mining	7.9	8.0	7.4	7.8	8.0
Other mining	1.0	1.1	1.0	1.0	1.0
Contract construction	39.7	41.6	44.0	44.7	42.8
Transportation	35.2	35.2	35.8	36.2	35.6
Public Utilities	21.5	21.9	22.5	23.2	23.8
Communications	10.1	10.3	10.4	10.6	11.1
Other public utilities	11.4	11.6	12.1	12.6	12.7
Wholesale & retail trade	161.0	162.8	168.8	174.7	177.5
Wholesale trade	42.5	43.1	43.9	44.0	44.1
Retail trade	118.5	119.7	124.9	130.7	133.4
General merchandise stores	29.0	30.1	31.7	33.4	34.3
Food stores	20.9	20.8	21.4	22.1	22.0
Other retail stores	68.6	68.8	71.7	75.3	77.2
Finance, insurance & real estate	34.1	35.5	36.2	36.9	37.9
Banking	10.8	11.1	11.2	11.8	12.3
Insurance	10.6	11.3	11.4	11.2	11.4
Other finance & real estate	12.2	13.2	13.5	14.0	14.3
Service & miscellaneous	136.0	143.7	149.3	155.2	159.7
Government	93.2	99.3	101.8	105.8	110.3
Federal	17.2	17.7	17.7	17.7	18.3
State & local	76.0	81.6	84.0	88.1	91.9

*Pittsburgh Labor Market Area covers Allegheny, Beaver, Washington and Westmoreland Counties.

PITTSBURGH LABOR MARKET

Total Manufacturing Wage and Salary Employment in the
Pittsburgh Labor Market Area, by Industry ----

<u>INDUSTRY</u>	ANNUAL AVERAGE (Est.) (In thousands)				
	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
ALL MANUFACTURING INDUSTRIES - TOTAL	293.0	290.7	288.6	289.4	278.3
DURABLE GOODS	248.0	244.9	241.6	242.0	231.8
Lumber & wood products & furniture & fixtures	2.8	2.7	2.6	2.5	2.4
Lumber & wood products	1.3	1.2	1.1	1.0	0.9
Furniture & fixtures	1.5	1.5	1.5	1.5	1.5
Stone, clay & glass products	20.3	19.3	19.0	19.4	17.9
Primary metals	131.0	125.5	122.8	122.0	115.4
Fabricated metal products	27.3	27.2	26.9	26.4	25.8
Nonelectrical machinery	19.5	20.4	20.0	20.6	20.5
Electrical machinery	29.3	31.8	32.3	33.6	32.7
Transportation equipment	7.9	7.3	6.6	7.1	7.4
Instruments & related products	5.5	5.7	5.9	5.9	5.9
Miscellaneous manufactures & ordnance	4.4	5.1	5.6	5.5	3.7
NONDURABLE GOODS	45.0	45.9	46.9	47.3	46.6
Food products	17.7	17.7	17.6	17.0	16.6
Apparel & related products	3.4	3.3	3.3	3.3	3.1
Paper products	3.8	3.7	3.9	4.3	4.2
Printing & publishing	7.8	8.3	8.6	8.7	8.7
Chemical products	7.6	7.8	7.8	8.0	8.0
Oil & coal products	1.7	1.8	2.0	2.0	2.1
Other nondurable goods	2.9	3.2	3.7	4.0	3.9

Source: Pennsylvania State Bureau of Employment Security, Pittsburgh Office.



PITTSBURGH MARKET INFORMATION

1970 INDUSTRIAL CENSUS

ALLEGHENY COUNTY

(Money figures in Thousands of Dollars)

	Total Establ.	Number Employees	Payroll	Value added by Mfg.	Capital Expend.
ALLEGHENY COUNTY	1,466	147,170	\$ 1,289,039	\$ 2,352,476	\$ 178,342

Major Manufacturing Industries

Food and kindred products	206	14,263	104,210	227,356	6,159
Apparel and related products	48	1,060	5,258	8,711	258
Lumber and wood products	26	277	1,992	5,396	40
Furniture and fixtures	44	1,306	8,826	16,001	459
Paper and allied products	23	2,747	18,767	40,055	2,329
Printing, publishing and allied products	261	6,507	56,196	95,287	2,863
Chemicals and allied products	69	3,664	32,361	70,339	8,061
Petroleum refining and related industries	19	569	5,201	11,228	1,270
Rubber and miscellaneous plastics products	32	1,563	9,962	17,097	==
Stone, clay, and glass products	97	5,084	43,609	86,276	6,001
Primary metal industries	74	53,303	476,636	917,341	100,124
Fabricated metal products	221	12,561	103,763	188,267	7,496
Machinery, except electrical	177	15,978	149,927	253,693	17,544
Electrical machinery, equipment and supplies	49	16,378	163,797	248,348	13,924
Transportation equipment	19	5,708	57,621	81,334	5,397
Instruments and related products	40	2,740	23,385	41,108	1,377
Miscellaneous manufactures	50	1,896	14,352	23,085	2,937

SELECTED PLACES

CITY OF PITTSBURGH	688	46,615	\$ 388,458	\$ 699,910	\$ 22,691
CITY OF CLAIRTON	10	4,886	44,272	33,235	6,904
CITY OF DUQUESNE	5	3,897	38,150	87,541	1
CITY OF McKEESPORT	33	8,050	68,190	140,329	14,234
CARNEGIE BOROUGH	25	1,628	13,520	27,363	1,070
McKEES ROCKS BOROUGH	22	2,535	20,052	42,247	2,192
OAKMONT BOROUGH	19	1,952	19,926	29,237	936
SHARPSBURG BOROUGH	18	593	5,312	9,873	563
WILKINSBURG BOROUGH	15	215	1,602	3,253	108

Source: Penna. Industrial Census Series, Release No. M-5-70
Penna. Dept. of Commerce.

JOBS AND SKILLS

1969 SURVEY

Conducted during June of 1969, the annual Jobs and Skills Availability Survey shows demand for entry level personnel up substantially from last year and far exceeding supply for the fifth straight year. Demand for high school and technical graduates was particularly strong, reflecting the need for immediate personnel relief by employers faced with an extremely tight labor market.

In June employment in the Pittsburgh Standard Metropolitan Statistical Area (Allegheny, Beaver, Washington and Westmoreland Counties) reached its all time high, 962,000. Unemployment was very low (2.9%) despite the usual influx of students seeking summer work. A strong economy, high employment, and a small labor pool created many pressures that were reflected in higher wages, increased overtime, the use of marginal labor and, in terms of our study, in greater competition for the skills and energies of entry level personnel.

Virtually all of the major employers in the Greater Pittsburgh area participated in the 1969 Survey. Specifically, 231 companies employing 242,395 people returned completed questionnaires detailing their needs for entry level personnel in seventy-eight vocational categories. These cooperating companies employed 27.5% of the total nonfarm work force in the area. With the exception of Wholesale Trade, the sample within each of the nine Bureau of Labor Statistics industry categories was strong and permitted sound demand projections to be calculated. In the Manufacturing category, more than half of those employed were at work with companies represented in the Chamber Survey.

Total demand for new graduates in 1969 was 30,161, an increase of almost 50% over the 1968 demand figure, 20,270 and the highest total reported in the five years during which the survey has been conducted. Demand for graduates of four year colleges was down somewhat but 1969 demand for those with technical and special schooling beyond high school (1-2 years) was double that of 1968. There were heavy requirements for accountants, draftsmen, EDP personnel, nurses and stenographers. Major shortages of clerical and counter sales personnel could be predicted from a match of supply and demand entries on the 1969 chart. Among the trades, machinists and welders were in high demand. Hospitals reported many unfilled openings for unskilled personnel, as well as for those with specialized training in various medical support disciplines.

The bullish characteristics of the Pittsburgh area labor economy were noted in the report of labor supply and its post-training distribution, with 39.5% of the 27,705 high school seniors enrolled in the 102 secondary schools that participated in this year's survey indicating plans to continue their education at four year colleges. This figure was up more than 6% from last year. Of the others, 20.2% stated that they would continue their formal education—5.7% in technical schools, 3.6% in trade schools, 3.9% in nursing schools and 7.0% in junior col-

leges. The military services enrolled 3.7%, and only 23% or 6,758 planned to seek full time employment. Without reviewing the specifics of the demand figures, these 6,758 graduating seniors found 20,445 jobs available to them.

Of the 27,705 seniors graduating from the schools surveyed, 9,460 or 34.1% had completed a program of occupational-vocational-technical training. This compared favorably with last year's figure. New programs on the secondary level in Accounting, HVAC, Marketing, Electric Appliance Repair and Medical Technology were noted and were responsive to demand for personnel trained in these skills noted in previous surveys.

This year 33 business and technical schools provided data for the Jobs Skills Survey. Of the 6,025 enrolled in these schools, 83.6% planned to find full time employment after graduation. Nine per cent would continue full time study and 7.4% would immediately enter military service. While the programs at these schools are rich and varied, a continuing shortage of post high school trained draftsmen, stenographers, and medical support personnel existed.

The work of the Chamber of Commerce of Greater Pittsburgh in creating an awareness of the quality relationship that should exist between the demand for and the supply of entry level personnel was noted by Allegheny County Commissioner Chairman Leonard Staisev, when in August of this year he formed the Committee for Career Planning. This group was organized to first study the educational resources available to graduates of secondary schools in this area, and to develop new ways of acquainting these graduates with those training opportunities and the careers to which they lead. Next the Committee will work to identify the area's training needs and to create educational opportunities and programs related to those needs. The Committee should do much to direct training efforts toward areas of true need and to minimize duplication of training effort. Commissioner Staisev was prompted to form this Committee by the Chamber's Jobs Skills Survey and has asked its authors, Jay Jarell and Ted Hleba, as well as Chamber president Howard Heimbach, to serve on the Committee along with representatives of County, City and parochial schools, and the private and public business and technical schools and junior colleges in the Greater Pittsburgh area.

This marks the fifth year of a projected five-year study of the supply and demand characteristics of the entry level labor market in the Pittsburgh SMSA. Plans are being made to analyze the five annual reports and to publish a full scale report of the trends noted. This will be a comprehensive study of demand by industry category, by entry level, and by vocation, and of the relationship of supply to this demand. The report will be made available to schools, to industry and to planning groups some time in 1970. □

- HIGH SCHOOL						S	
RETAIL	FINANCE	SERVICE	GOVT.			MFG.	CONST.
6	7	8	9	*		1	2
		19		21			
			5	5			
				8			
34				53			
17				19			
17	234	152	16	446		22	
			10	10		6	22
			31	35		2	
128	234	608	198	1211		2	
			69	77		2	
340			5	345			
17				20			
			10	12			
			26	64			
		76	182	286		6	
		1425	36	1465		16	
			21	54		4	
				6			
25				25			
		38	10	62		30	
				4			
						2	2
		38		38		10	
				12		20	
1275				1275			
		19		21		4	
			5	5			
		760	374	1134			
			21	21			
		76		78		4	
						2	
		342	193	587			
				12		18	
				90		64	
		266		328		86	
						16	
			31	59		34	
		38		38		6	
				8		6	
	53	38	5	118		4	
			10	16			
			5	5			
				2			
136			312	454			
			5	5			
						8	
						24	
						20	
3910				3975			
196		590		860			
51	117	475	156	945		2	2
43				43			
				2		28	
			31	31			
118				125			
213			5	218			
				7		12	
43	234	1465	178	2272			
		57		95		62	
6863	872	6470	2147			500	46
				17139			

121

SOURCE LEVEL		- HIGH SCHOOL					SOURCE LEVEL - TECHNICAL HIGH SCHOOL					TOTAL DEMAND LEVELS 1-4 BY JOB and BUSINESS ACTIVITY					TOTAL DEMAND LEVELS 1-4 JOB CLASS		SUBJECTS	1969 GRADUATES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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This 1969 Jobs and Skills Survey was prepared by Jay Jarrell of Strauss Personnel Service, chairman of the Chamber's Employment Services Committee, and Theodore Hleba, manager of the Chamber's Educational Affairs Division. The Survey is the fifth in a five-part annual study of the demand and supply characteristics of the Pittsburgh area labor market for entry-level skills.

This chart and analysis of the 1969 Survey is especially tipped into *Greater Pittsburgh*, and can be easily removed for your use.

JOBS FOR WHICH
A HIGH SCHOOL
EDUCATION IS PREFERRED,
BUT NOT ESSENTIAL

REPRINTED BY:

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
BUREAU OF EMPLOYMENT SECURITY

ES-3303 6-70



JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED, BUT NOT ESSENTIAL

One-quarter of our young people do not finish high school today. For several years running, about 750,000 each year have dropped out. What do you do for a living if you are one of these? We have grown accustomed to hearing that the high school dropout is down on his luck; no job for him. But this is not always so. Here's a list of jobs that may be open to applicants who have no diploma. You should remember, though, that given a choice employers tend to choose the applicant with the most education and training. If you can finish high school, do! And then, look beyond to college before deciding you've had enough education.

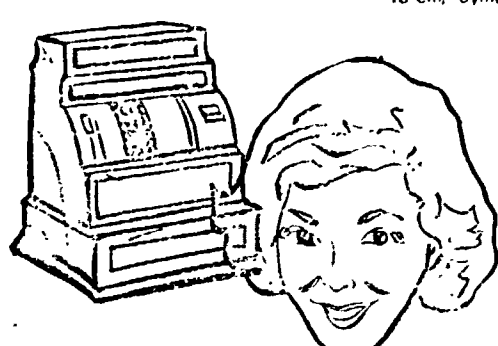
This summary gives only the highlights from the descriptions in the Occupational Outlook Handbook. For many occupations, special talents, aptitudes, and personal characteristics are necessary. If you would like complete details on entry requirements and additional information on the employment outlook for all the occupations listed, consult the latest edition of the Handbook; it is published every other year by the U.S. Department of Labor's Bureau of Labor Statistics.

The Handbook contains the following information for over 700 occupations and 30 major industries.

- * Nature of the work
- * Training, other qualifications necessary for entry, and advancement possibilities
- * Where employment opportunities are found
- * Employment outlook through the 1970's
- * Earnings and working conditions
- * Where to obtain additional information

Reprints of all occupations in the Occupational Outlook Handbook are available separately at prices ranging from 5¢ to 20¢ or \$9.25 for the complete set of 119 reprints. For a free price list, write to:

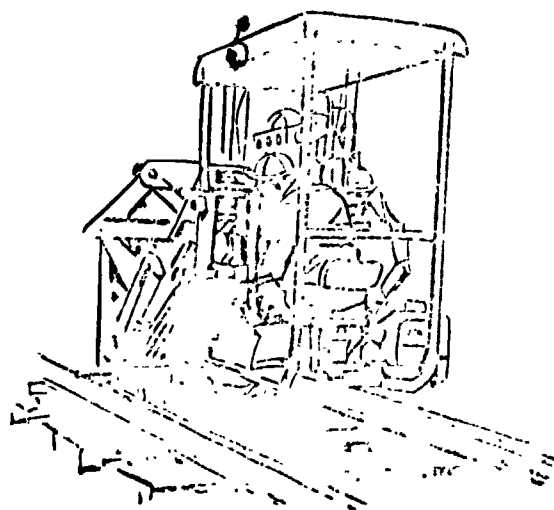
U.S. Department of Labor
Bureau of Labor Statistics
2220 GAO Building
Washington, D.C. 20212

OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS
Health Service Occupations		
Licensed Practical Nurse (300,000)	Usually must be 17 or 18 years old, have completed at least 2 years of high school and a State approved practical nursing course, and pass a licensing examination.	Strong demand, continuing of very rapid employment rise expected in the decade ahead.
Clerical and Related Occupations		
Cashier (700,000)	Applicants who have taken distributive education or business subjects preferred.	Tens of thousands of openings yearly, but competition keen. Many opportunities for part-time work. Very rapid employment increase.
		
Shipping or Receiving Clerk (325,000)	Business subjects useful.	Thousands of openings annually. Many applicants, keen competition.
Sales Occupations		
Automobile Parts Counterman (60,000)	Most learn skills through job experience.	A few thousand openings yearly. Continued employment growth.
Salesman or Saleswoman (Retail Trade) (2,900,000)	Distributive education courses useful.	Many opportunities for full or part-time work. Moderate increase in employment.
Service Occupations		
Barber (205,000)	Most States require licensing for which applicant, usually must be 16 (in some cases, 18), have completed 8th grade, and be a graduate of a State-approved barber school.	Several thousand openings annually. Moderate rise in employment.
Cook and Chef (650,000)	Skills usually learned on the job; courses in cooking schools an advantage for work in large hotels and restaurants. Some train as apprentices.	Excellent employment opportunities. Thousands of openings annually.

OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS	OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS
Cosmetologist (450,000)	License required. Usually applicant must be at least 16, and have completed at least 8th grade (in some States, 10th or 12th) and a State-approved cosmetology course. In some States, an apprenticeship may be substituted for the cosmetology course.	Job opportunities expected to be very good. Very rapid employment expansion.	Painter or Paperhanger (473,000)	Many acquire skill informally through on-the-job experience, but 3-year apprenticeship recommended.	Many thousands of openings each year. Slow increase in employment.
Hospital Attendant (700,000)	For some jobs, mature workers preferred. Generally trained on the job.	Very rapid rise in employment.	Plasterer (50,000)	A 3- or 4-year apprenticeship recommended. Many learn on the job.	A few thousand openings each year. Moderate increase in employment.
Private Household Worker (2,250,000)	Ability to do general housework, usually learned at home. Should be able to read instructions and take telephone messages.	Excellent employment opportunities. Many thousands needed annually. Moderate employment rise.	Plumber or Pipefitter (350,000)	A 5-year apprenticeship recommended, but many learn on the job. Trade or correspondence courses can be useful training aids.	Several thousand openings each year. Moderate increase in employment.
Waiter and Waitress (970,000)	Two or 3 years of high school often preferred. Ability to do simple calculations needed. Neatness and calm disposition important.	Good opportunities. Majority of jobs for women; however, men preferred for jobs in formal dining establishments.	Roofer (60,000)	Many learn informally through on-the-job experience, but 3-year apprenticeship recommended.	A few thousand openings annually. Moderate increase in employment.
Building Trades			Stonemason Marble Setter and Tile Setter (30,000)	Many learn trade informally through on-the-job experience, but 3-year apprenticeship recommended.	Small number of openings yearly. Slow growth in employment.
Asbestos and Insulating Worker (20,000)	Most learn through 4-year apprenticeship.	Several hundred openings annually. Moderate employment increase.	Structural, Ornamental, and Reinforcing-Iron Worker (75,000)	A 3-year apprenticeship recommended.	A few thousand openings annually. Rapid increase in employment.
Bricklayer (175,000)	Can be learned on the job, but 3-year apprenticeship recommended.	Several thousand openings each year. Moderate rise in employment.	Driving Occupations		
Carpenter (850,000)	Some learn skills informally on the job, but 4-year apprenticeship recommended.	Slow increase in employment, but many openings each year in this very large occupation.	Busdriver, Local Transit (70,000)	Must be in good physical condition, chauffeur's license required in most States.	Small number of opportunities for new workers yearly, but overall employment expected to decline.
Cement Mason and Terrazzo Worker (55,000)	Can be learned on the job, but 3-year apprenticeship recommended.	A few thousand openings each year. Moderate increase in employment.	Routeman (255,000)	Applicants at least 25 years of age preferred. In most States, chauffeur's license needed.	Several thousand openings each year. Slight rise in employment.
Construction Laborer or Hod Carrier (725,000)	Little formal training required. Usually must be at least 16 and in good physical condition.	Many thousands of openings each year. Slow increase in employment.	Taxi Driver (85,000)	In general, must be over 21, have chauffeur's license, and special taxicab operator's license. Many companies prefer drivers to have at least 8th grade education.	Many opportunities for new workers, though number of cabs is declining. Instability of income causes high turnover.
Floor Covering Installer (35,000)	Many learn skills on the job, but a 3- or 4-year apprenticeship recommended.	Several hundred openings yearly. Moderate increase in employment.	Truckdriver, Local (1,150,000)	Generally, must be at least 21. In some cases, need only 8th grade education; in others, 2 to 4 years of high school. Must be in good physical condition and have a chauffeur's license.	Rapid increase in employment.
Lather (30,000)	At least a 2-year apprenticeship recommended, though many learn trade informally.	About 1,000 openings annually. Moderate increase in employment.	Truckdriver, Over-the-Road (620,000)	Must be at least 21, in good physical condition, and have a good driving record and a chauffeur's license. Many fleet operators hire only those over 25; some require 8 years of school, others, 10 or 12.	Thousands of new drivers needed each year. Rapid increase in employment.

OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS
Machining Occupations		
Machine Tool Operator (500,000)	Usually learns skills on the job.	Little or no overall employment growth, but thousands of replacement openings yearly.
Mechanics and Repairmen		
Appliance Serviceman (195,000)	Mechanical ability necessary. Skills learned on the job.	Thousands of openings yearly. Rapid increase in employment.
Automobile Body Repairman (95,000)	Most learn skills on the job. A 3- or 4-year apprenticeship recommended.	A few thousand openings annually. Moderate employment growth.
Automobile Mechanic (580,000)	Most learn skills on the job, though a 3- or 4-year apprenticeship recommended.	More than 20,000 job openings yearly. Moderate employment growth.
Bowling-Pin Machine Mechanic (7,000)	Many learn through brief course in factory school followed by on-the-job training.	A few hundred replacement openings each year. Little or no change in employment.
Diesel Mechanic (76,000)	Most train on the job. Some learn the trade through apprenticeship (usually 4 years).	Very rapid employment increase.
Electric Sign Serviceman (6,000)	Employers prefer high school graduates with electrical and mechanical aptitudes. Most learn skills on the job.	Several hundred openings annually. Rapid increase in employment.
Electrician (Maintenance) (235,000)	Skills learned either through apprenticeship (usually 4 years) or on the job.	An increase of a few thousand annually.
Farm Equipment Mechanic (40,000)	Many learn skills on the job, a few learn through apprenticeship.	About 2,300 openings yearly. Moderate rise in employment.
Industrial Machinery Repairman (150,000)	Most acquire skill informally through on-the-job experience, some through apprenticeship.	Several thousand openings annually. Moderate increase in employment.
Millwright (72,000)	Skill acquired either through apprenticeship (usually 4 years) or training on the job.	Several thousand openings yearly. Slow increase in employment.
Truck or Bus Mechanic (110,000)	Most learn on the job, but 4-year apprenticeship recommended.	A few thousand truck mechanics and a few hundred bus mechanics will be needed annually.

OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS
Hotels		
Hotel Bellman or Bell Captain (25,000)	No specific education requirements, but high school an advantage for promotion to other hotel jobs.	Nearly a thousand openings annually, but relatively few for captain berths. Slow employment growth.
Hotel Housekeeper or Assistant (20,000)	No specific educational requirements, but many employers prefer applicants with at least a high school diploma. Courses in hotel housekeeping helpful. Requirements depend on size of hotel.	More than 1,000 openings yearly. Rapid employment growth.
Railroads		
Railroad Brakeman (76,000)	No previous training required.	Several thousand openings annually. Employment expected to decline through the early 1970's but will stabilize or increase slightly in the late 1970's.
Railroad Bridge and Building Worker (14,000)	New employees usually receive training as helpers.	A small number of openings each year. Employment may stabilize or even increase slightly in the early 1970's.
Railroad Conductor (39,000)	Must have several years' experience as a brakeman and pass required examinations.	Employment expected to continue to decline in the early 1970's, and increase slightly in latter part of 1970's.
Railroad Track Worker (61,000)	Most railroads prefer workers 21 to 45 years of age. Must be able to read and write and do heavy work. A high school education desirable to advance to foreman.	Several thousand new workers will be hired annually. Decline in employment expected to continue.



OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS	OCCUPATION (employment 1966)	QUALIFICATIONS AND TRAINING	EMPLOYMENT OPPORTUNITIES AND TRENDS
Vending Machine Mechanic (15,000)	Skills usually learned through training on the job.	Moderate employment increase.	Motion Picture Projectionist (15,000)	One to 2 years' apprenticeship usually required.	Slight increase in employment, but openings will be scarce in this relatively small occupation.
Watch Repairman (25,000)	Usually no specific educational requirements. Training available in watch repair and vocational schools. Some learn skills through apprenticeship, others on the job.	Many current openings due to longrun shortage of qualified workers.	Photographic Laboratory Worker (Semiskilled) (30,000)	A few weeks to several months training on the job, depending on the particular job.	A few hundred openings annually. Many of the skilled jobs will be filled by women. Moderate employment increase.
Manual Occupations			Power Truck Operator (90,000)	Usually learns skills on the job. Some firms have training programs.	Moderate increase in employment.
Assembler (Factory) (785,000)	Should be in good physical condition and have some aptitude for mechanical work. Most learn skills on the job.	Slow increase in employment.	Production Painter (155,000)	Most learn through training on the job.	Several thousand replacement opportunities annually.
Automobile Painter (25,000)	Most learn on the job. A few learn through 3-year apprenticeship.	More than 1,000 openings yearly. Moderate employment growth.	Shoe Repairman (30,000)	Most workers learn on the job in large shoe-repair shops. Some vocational schools offer training.	Continuing shortage of workers.
Automobile Upholsterer (8,000)	Skills learned on the job. A small number learn through 3- or 4-year apprenticeship.	A few hundred openings annually.	Stationary Fireman (45,000)	Some cities and States require license. Skills can be learned on the job as a helper.	Few employment opportunities. Decline in employment.
Blacksmith (15,000)	Most learn in shop, others through 3- or 4-year apprenticeship.	Several hundred replacement openings annually, though overall employment will decline.	Welder, or Oxygen and Arc Cutter (460,000)	Generally, several years of training on the job. Some less skilled jobs can be learned after a few months of training.	Several thousand new workers needed yearly. Rapid increase in employment.
Boilermaking Worker (25,000)	Boilermakers often learn trade through 4-year apprenticeship, layout men and fit-up men usually acquire skills on the job.	About 600 replacement openings annually. Slow employment growth.	Foundries		
Electroplater (113,000)	Most learn skills on the job; some through 3- or 4-year apprenticeship.	A few hundred jobs open annually. Limited employment growth.	Foundry Coremaker (20,000)	A 4-year apprenticeship required to become skilled hand coremaker, training on the job sufficient for most machine coremaking jobs, at least an 8th grade education needed.	Several hundred openings annually, chiefly for replacements. Slow growth in employment.
Furniture Upholsterer (30,000)	Skills learned on the job. High school courses in chair caning, furniture making, textile fabrics, and upholstery repair helpful. Manual and finger dexterity important.	Continuing shortage of workers.	Foundry Molder (55,000)	A 4-year apprenticeship required, and at least an 8th grade education.	About a thousand replacement openings annually. Little or no growth in employment.
Gasoline Service Station Attendant (360,000)	Must have driver's license and know simple arithmetic.	Several thousand full-time and part-time openings annually. Moderate increase in employment.	Government-- Post Office Occupations		
Jeweler or Jewelry Repairman (25,000)	Usually learned either through 3- or 4-year apprenticeship or training on the job.	Continuing shortage of workers.	Mail Carrier (190,000)	Must be citizen, 18 years of age (or 16 years, if high school graduate). Must pass civil service and physical examinations.	Many thousands of openings each year. Total number of jobs expected to increase moderately.
Manufacturing Inspector (575,000)	Generally trained on the job.	Slow increase in employment.	Postal Clerk (280,000)	Must pass written civil service examination and physical examination. Good memory essential.	Thousands of openings yearly. Moderate employment increase expected.

If I am sent to an employer and not hired immediately, but the employer calls me for a job some month's later, am I liable for a fee?

Yes. You were recalled because of the agency's original action in your behalf — they introduced you to the employer — and the full fee applies. This is covered in the agency contract and extends for a period of one year. Private employment agencies refer to this as "recall." The general rule is that if a job results from the services of the agency, the agency is entitled to a fee.

Some positions are advertised as "Fee Paid." What does that mean?

"Fee paid by the employer" is sometimes a source of misunderstanding and complaint, and should be fully explored and understood by the applicant. If a position is listed, advertised, or orally represented as "Fee Paid," then it should mean that the employer has agreed to pay the applicant's entire agency fee and there will be no fee whatsoever to the applicant if he fulfills the conditions of the contract. Remember this, however: If an applicant accepts a "Fee Paid" job and if he does not report for work, or is discharged for cause or leaves of his own accord, then the employer may refuse to pay the applicant's fee and the applicant may be required to pay the fee himself.

If I apply for a "Fee Paid" position can I be sent out for another position?

If you wish, this is a matter you must discuss with the employment counselor. And there are variations. For example, you may be referred to a "Fee Paid" position for which you are not chosen. The agency will continue to help you find employment, but the next appointment they arrange may well be for other than a "Fee Paid" position. Most agencies make this clear. The Bureau recommends that you understand the employer's position on paying your fee on each possible job.

Do these rules apply to all agencies — commercial, industrial, domestic, theatrical?

They apply specifically to agencies serving business. In a general way they deal with domestic agencies and much less so with theatrical agencies.

and the BBB reminds you . . .

- 1) Read and fully understand your contract with the agency before signing.
- 2) If an agent gives oral promises of conditions contrary to those in the contract, be sure these are put in writing and signed by the agent.
- 3) Use an employment agency only if you are fully aware of and able to meet the terms of the contract governing fees.
- 4) Give careful consideration to the *acceptance* of a position. An *acceptance* automatically means an *obligation* to pay an agency fee.
- 5) If the agency wishes to distribute your resume to potential employers, inform the agency of any restrictions you wish observed as to the number or identity of companies to whom the resume is to be sent.
- 6) Be honest with the agency. If you withhold adverse information about your background, the truth will come out eventually and be more damaging than if you had been honest in the beginning.
- 7) Cooperate with the agency. It's to your advantage. When an agent sends you on an interview, let him know the result immediately. He may be able to tell you the company's reaction and possibly offer you advice based on the reaction.
- 8) If an agency has sent you to a company which has not requested applicants or listed an opening with the agency, have no further dealings with that agency. And report your experience to the BBB.
- 9) If in doubt, check the reputation of the agency with the Bureau before using its services. If you feel you have been unfairly dealt with by a private employment agency, write your complaint to the BBB.

The distribution of this booklet should not be considered an endorsement by the Better Business Bureau of any security, product, service or concern. The Better Business Bureau is non-profit, service corporations, maintained by business firms to evaluate the standards of business conduct, fight frauds, and assist the public to achieve maximum satisfaction from its relations with business. They do not endorse or recommend any security, product, service, or concern, and no concern is permitted to indicate otherwise in its advertising and selling.

the

QUESTIONS

we're asked and the

ANSWERS

we give about

PRIVATE EMPLOYMENT AGENCIES

in Pennsylvania



prepared as a public service by



THE BETTER BUSINESS BUREAU
OF GREATER PITTSBURGH, INC.

230 Grant Building
Pittsburgh, Pa. 15219

about employment agencies . . .

What is an employment agency?

Private employment agencies are an integral and important part of the nation's economic life. By bringing qualified candidates and the right job opening together, they fulfill a vital function for both business and the public.

Who is a private employment agent?

The private employment agent is a trained specialist who combines a thorough knowledge of the employment market with a skilled ability to interview applicants, evaluate their experience and channel them into suitable job openings.

When you present yourself to a private employment agency the person who interviews you and the people who will help to place you in a suitable position are usually referred to as counselors.

What does a private employment agency do?

It provides seven major services to the employer and the person seeking employment:

- 1) Interviews applicants and provides a professional appraisal of their strengths and weaknesses in pursuit of employment.
- 2) Provides applicants with specific details regarding the job opening and often furnishes information on the company and arranges interviews with employers.
- 3) Maintains contact with prospective employers to obtain listings of job openings.
- 4) Continuously reviews his files for qualified candidates to fill jobs as they are listed with the agency and advertises openings to attract applicants for jobs he cannot fill from his files.
- 5) Sets up personal interviews with employers.
- 6) May offer free counseling on preparation of resumes and suggestions on conduct at job interviews.
- 7) After interviews follows up with both employers and applicants to determine mutual interests, adjust any possible differences, and assist in advancing negotiations to a conclusion.

Unlike most professional services private employment agencies charge fees only upon successful completion of their service — acceptance of a position. If the applicant does not accept the position *there is no charge*.

Are employment agencies regulated by law?

Yes. Private employment agencies conform with the Employment Agency Law of the Commonwealth of Pennsylvania (Act No. 261, July 31, 1941, P.L. 616 as amended). They are licensed by and file bonds with the Commonwealth to assure fulfillment of their responsibilities.

And they regulate themselves; the key code of the industry is called the *Standards of Ethical Practices of the National Employment Association*. For over forty years the NEA and predecessor trade groups have fostered high standards of ethics in relations with applicants and employers.

Why do agencies ask that a contract be signed?

Agencies ask applicants to sign a contract for service. The terms of the contract are written out in full and you should ask for an explanation of any part of the contract that you do not understand. *Verbal promises should be written into the contract.*

Do I get a copy of the contract?

While the agency has no legal obligation to give you one most will do so upon request. The Better Business Bureau recommends always that you have a copy of any contract that you sign in this or any other field.

After I've applied and signed a contract, what happens?

The agency will seek to place you in a position suitable to your talents. It's in their interest as well as yours to place you so that the job will be permanent and will pay you as much as you can effectively earn.

The extent of their activity on your behalf depends on your qualifications, the agent's judgment, and the job market. It may vary from a simple matching of your background with the agent's current job listings to a thorough search of the job market through carefully prepared mailings of your resume. To perform these services effectively and conscientiously costs money. Agencies earn their money by a fee system for matching applicant and job.

and most questions are asked

about fees . . .

What are the fees?

The law in Pennsylvania permits each private employment agency to set its fees on permanent employment and it requires that those fees be filed and approved by the Department of Labor and Industry.

Does the fee vary with the salary of the job?

Yes. Fees are generally based on a percentage of the salary involved. For example, a usual fee for a stenographer with a starting salary of \$3,600 would be \$180 (5% of a year's salary) while a job in the \$8,000 to \$10,000 range might have a fee of 9% of the first year's salary.

How is this payment arranged?

The fee becomes due immediately upon acceptance of employment. Fees are generally payable and paid soon after acceptance of an offer of employment. But arrangements vary widely. Some agencies require payment immediately upon placement while others permit payments to begin when employment begins. Others arrange financing to enable applicants to spread their payments over as long as a year. Payment arrangements are separate from the obligation to pay and should be discussed with the employment counselor during the initial interview.

What happens if I lose my job through no fault of my own?

The Pennsylvania Employment Agency Licenses Bureau provides that, if an applicant loses his job through no fault of his own in ten weeks or less, the job shall be considered temporary and the temporary fee applies. In no case can this be more than the fee for permanent employment and any refund may be in cash or credit, *as you wish*.

What happens if I take the job and quit after a week or am fired for cause?

The full fee for the service is applicable.

What happens if I take the position and change my mind before reporting for work?

The full fee is due. This goes to the heart of the matter; the agency is paid *not for the job it gets you but rather for the service it renders*. In this case the service was rendered; a position was found, the applicant accepted, the employer accepted. The agency completed its commitment.

APPENDIX II

OFFICE OF STUDENT
EMPLOYMENT

Since 1963, the Pittsburgh Board of Public Education has subscribed to the philosophy that job placement of students is one of its inherent responsibilities. Since that time, the school system has maintained an Office of Student Employment. Up until September of 1970, job placement services emanated from the Division of Pupil Services as a responsibility of counselors and school social workers. During the same period, the Division of Occupational, Vocational and Technical Education assumed the responsibility of placing OVT graduates in full time positions, and other OVT students in Cooperative and Work-Study programs related to their particular skill-centered courses. The OVT placement operation involved the services of school- and central-based coordinators, while counselors, with the help of classroom teachers and school social workers, carried the responsibility of all other placements. The latter covered part-time, full-time, and vacation employment for students in attendance, dropouts, graduates, also work experience for the atypical student in need of adjustive services.

In September, 1970, all job placement activities were brought into a central office under an Associate Director for Student Employment. (Even though the Associate Director reports to the Director of OVT, the service transcends all departments.)

The Office of Student Employment is constantly concerned with ways and means of enhancing the total placement function. One of these is the development of an improved Central Job Bank.

The following forms and procedures are presented:

Implementation of the Central Job Bank

Intake Procedures:

1. Central-based coordinators have the responsibility of distributing J.D. 1 Forms on which students from both senior and junior high schools make application for employment. Job procurement service covers all types of requests: full time for graduates and terminals; part time for students in attendance. It is open to students in all curricula.
 - a. J.D. 1 Forms may be requested by any teacher or school administrator as a part of their service to students: for example, guidance counselors, school social workers, principals, vice principals, area office administrators, homeroom and classroom teachers, persons involved in special projects, such as Liaison, Urban League, and Student Employment Trainee (SET).
 - b. Parents and community agency workers may also obtain J.D. 1 Forms, either from central-based coordinators or from central office.
 - c. Central-based coordinators will work closely with school-based coordinators and with central office in the filling of job orders.
 - d. The central-based coordinator's mail box in the high school building will be the only depository for job applications, and for requests for forms or interviews. No responsibility will be assumed by coordinators or central office for applications left elsewhere.
 - e. Pupils seeking jobs from the junior high schools that feed into senior high schools are the responsibility of the central-based coordinator assigned to each of the senior high school buildings. (See accompanying list of junior school buildings as they relate to senior high schools).

Procedures for Output of Service:

1. Central office will act as a daily clearing house, distributing information to central- and school-based coordinators on job openings. Opportunities for employment are procured, in the main, from the following sources: contacts with business and industry; classified civil-service information; apprenticeship openings; concessioners' needs for stadia, arena, and park facilities; direct requests from food establishments, and hospitals.
2. Resource agencies in the field of student employment whose services are available to the public schools, some through active participation are: Urban League of Pittsburgh; bureau of Employment Security; City Neighborhood Youth Corps; School Neighborhood Youth Corps; Job Corps.
3. It is assumed that school curricula includes the preparation of youth in the following areas: filling in application blanks, dressing for the interview, conduct during interview, and attitude toward employer and fellow-workers. The Job Educational Experience Program, a supplemant to OVT skill curriculum, has been instituted as one of the means to achieve preparation for job seeking.
4. The central-based coordinators will share with each other and with central office all details surrounding filled and unfilled jobs by means of a J.D. 2 Form. In job placement, time is of the essence. The sharing of unfilled jobs, in particular, must be done daily by phone; however, the J.D. 2 Form is set up as a weekly report for review in central office at weekly staff meetings of coordinators.

5. The school-based coordinator, who is a teacher of Distributive Education in the mornings, has the responsibility during two afternoon hours to participate in job development and job placement activities. In the capacity of school-based coordinator during the afternoons, the D. E. teachers will work with central-based coordinators whose service is not limited to OVT placements. The school-based coordinators are equally involved in job procurement for all students who make application. The J.D. 3 Form will be used by school-based coordinators in making weekly reports of filled and unfilled jobs in exactly the same way as the central-based coordinators utilized the J.D. 2 Form. The J.D. 4 Form is also used by the school-based coordinator to make weekly reports on job placements. Both J.D. 3 and J.D. 4 Forms are turned over to the central-based coordinator for review during weekly staff meetings.
6. The J.D. 5 Form is the one used by counselors for reporting their own placements, exclusive of those handled by the coordinators. The report should also include teachers' placements of their students. This is a weekly report turned in by the counselor to the central-based coordinator for delivery to central office.

SUMMARIES AND STATISTICS:

1. It is the responsibility of central office to prepare statistical and narrative reports of all Job Bank activities, to act as a clearing house for all job placements, and to make this information available, periodically, to all school personnel.

SAMPLE

STUDENT
REFERRAL CARD FOR JOB PLACEMENT

Date of Application _____

Name	School	Grade	H.R.
Address		Telephone	

Driver's License Yes No Date of Birth _____

Parent's Name

Type of Work Requested

Part-Time Vacation Full-Time

Previous Work Experience

Comments

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment
CENTRAL-BASED COORDINATOR'S WEEKLY REPORT OF JOBS NEEDED AND JOBS TO BE SHARED

High School

(Signature)

<u>Jobs Needed</u> Name of Student	Curriculum Followed	Full or Part-Time	Work Preferred

<u>Jobs to be Shared</u> Name of Company	Address and Telephone No.	Male or Female	Full or Part-Time	Type of Work	Hours and Salary

135

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

J.D. 3

SCHOOL-BASED COORDINATOR'S WEEKLY REPORT OF JOBS NEEDED AND JOBS TO BE SHARED

Week of:

(mo.) (day) (year) High School (Signature)

Jobs to be Shared Name of Company	Address and Telephone No.	Male or Female	Full or Part-Time	Type of Work	Hours and Salary
Jobs Needed Name of Student	Curriculum Followed	Full or Part-Time	Work Preferred		

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

J.D. 4

Week of:

SCHOOL-BASED COORDINATORS' WEEKLY REPORT OF JOB PLACEMENTS

(mo.) (Day) (year)

High School

Name of Student	Home Address	Company & Address	Company Supervisor	Type of Position	Salary

Mailed weekly to central office at the close of school on Fridays.

Page of Coordinator

Office of Student Employment

Counselors and Teachers Weekly Report of Job Placements

HIGH SCHOOL

[illegible]

OFFICE OF STUDENT EMPLOYMENT

424 Administration Building
682-1700 Extensions 234 and 468

This is a monthly report on job placements for students of _____
High School. PLEASE POST ON TEACHERS BULLETIN BOARD.

Month of _____

Name of Student

Employer

Address

Type of Job

Central-Based Coordinator -

School-Based Coordinator

Mrs. Rose L. Smith
Associate Director

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

MEMORANDUM

TO: All Senior High School Principals,
Counselors, and OVT Staff

FROM: R. G. Lamping

DATE: August 25, 1971

SUBJECT: SCHOOL ASSIGNMENTS FOR OVT COORDINATORS

<u>COORDINATORS</u>	<u>SCHOOLS</u>	<u>PHONE NO.</u>
Edward Burger	Oliver Perry	321-4358 322-3700
Michael Dimperio	Allderdice Gladstone	521-2100 421-0472
Anthony Gamberi	Schenley Westinghouse	687-4322 661-7033
Crist King	Allegheny Langley	321-8310 331-2574
Marie Kirk	Carrick South Hills	882-2228 381-2172
Murel Sneed	Peabody	661-2900
Laura Williamson	Fifth Avenue South	471-1045 431-2344

The Coordinators may also be reached at 682-1700, Extension 471.

SCHOOL ASSIGNMENTS FOR OVT COORDINATORSCoordinatorsSchools*General Responsibilities

Michael Dimperio

Alderdice High School
2409 Shady Avenue
Pittsburgh, Pa. 15217
Phone: 521-2100

Gladstone High School
327 Hazelwood Avenue
Pittsburgh, Pa. 15207
Phone: 421-0472

Post Office, Squirrel Hill,
and Hazelwood areas

Crist King

Allegheny High School
810 Sherman Avenue
Pittsburgh, Pa. 15212
Phone: 321-8310

Lanrley High School
Sheraden Blvd.
Pittsburgh, Pa. 15204
Phone: 331-2574

Sheridan, Greentree, and
North Side Areas

Marie Kirk

Carrick High School
125 Parkfield Street
Pittsburgh, Pa. 15210
Phone: 882-2228

South Hills High School
Ruth & Eureka Streets
Pittsburgh, Pa. 15211
Phone: 381-2172

South Hills business areas

Murel Sneed

Peabody High School
5911 East Liberty Blvd.
Pittsburgh, Pa. 15206
Phone: 661-2900

Apprenticeships

Laura Williamson

Fifth Avenue High School
1800 Fifth Avenue
Pittsburgh, Pa. 15219
Phone: 471-1045

South High School
Carson & S. 10th Streets
Pittsburgh, Pa. 15203
Phone: 431-2344

Bell Telephone, Pittsburgh
Plate Glass, and Downtown
area

Edward Burger

Oliver High School
Brignton Rd. & Island Ave.
Pittsburgh, Pa. 15212
Phone: 321-4358

Perry High School
Perryville Ave. & Semicir St.
Pittsburgh, Pa. 15214
Phone: 322-3700

North Hills and Allegheny
areas

Anthony Gamberl

Schenley High School
Bigelow Blvd. and Center
Pittsburgh, Pa. 15213
Phone: 687-4322

Westinghouse High School
1101 N. Murtland Avenue
Pittsburgh, Pa. 15208
Phone: 661-7033

Recreational Services,
department stores, upper
Hill District, East Liberty,
and Lawrenceville, and
Homewood areas

*See accompanying telephone chart, showing distribution of listings among job coordinators for response to want ads in the newspapers. There is an interchange of opportunities and of unfilled job requests. The distribution of telephone numbers is not absolute.

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

RESPONSIBILITIES OF CENTRAL-BASED COORDINATORS

STUDENTS NEED NO LONGER BE ENROLLED IN OVT COURSES IN ORDER TO AVAIL THEMSELVES OF SERVICES. BOTH SCHOOL- AND CENTRAL-BASED COORDINATORS ARE NOW CHARGED WITH THE PRIMARY RESPONSIBILITY OF FILLING JOB REQUESTS FROM ANY AND ALL STUDENTS, AND ARE RESPONSIBLE TO BOTH THE ASSIGNED SCHOOL PRINCIPAL AND TO THE ASSOCIATE DIRECTOR OF STUDENT PLACEMENT.

1. Conduct pre-work seminars for any students who have not had proper preparation and training in methods of securing employment, interviewing procedures, legal regulations, proper dress, and other related information.
2. Develop leads and identify educational work-experience opportunities by making contacts with business and industry.
3. Make industrial and business surveys to aid in program development and implementation.
4. Work with school counselors in screening applicants for work-experience programs, full-time and part-time jobs.
5. Place students on work-experience ("Coops") jobs after conference with school-based coordinators, counselors, and appropriate teachers.
6. Visit training stations, ("Coops") obtaining ratings on students, determining work-experience grades, and other pertinent information.
7. Confer with the school-based coordinator relative to placements, job problems, and student weaknesses. ("Coops")
8. Develop criteria for entry level employment competency and training guides to insure the educational involvement in the work experience. ("Coops")
9. Function as team member in the operation of a "Job Bank" covering all types and phases of student placement--part-time, full time, terminal, and graduate. This entails working closely as a team with school-based coordinators, teachers, counselors, and other central-based coordinators.
10. Follow up the placements to see that all necessary functions are being carried out by school-based coordinators in designated areas.
11. Assume responsibility for keeping all necessary records on student placements, contracts made with employers, and other records. Use the forms provided for sharing your information, periodically, with the central office of student employment.
12. Coordinate all activities in job development and job placement in assigned high school and supervising school based coordinator activities.

PITTSBURGH PUBLIC SCHOOLS

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

SCHOOL-BASED COORDINATORS

Edward J. Lockhard
Taylor Allderdice High School
2409 Shady Avenue
Pittsburgh, Pa. 15217
Phone: 521-2100

Edith S. Singer
Peabody High School
Margaretta and N. Beatty Streets
Pittsburgh, Pa. 15206
Phone: 661-2900

Thomas P. Stewart
Allegheny High School
810 Sherman Avenue
Pittsburgh, Pa. 15212
Phone: 321-8310

Fleurette Levicoff
Perry High School
Perrysville Avenue & Semicir Streets
Pittsburgh, Pa. 15214
Phone: 322-3700

Virginia B. McCafferty
Carrick High School
125 Parkfield Street
Pittsburgh, Pa. 15210
Phone: 882-2228

Julian H. Salzman
South High School
South 10th and Carson Streets
Pittsburgh, Pennsylvania 15203
Phone: 431-2344

Ruth T. Blain
Langley High School
Sheraden Blvd.
Pittsburgh, Pa. 15204
Phone: 331-2574

Arthur Innamorato
South Hills High School
Ruth & Eureka Streets
Pittsburgh, Pa. 15211
Phone: 381-2172

Martha A. Morton
Oliver High School
Brighton Road and Island Avenue
Pittsburgh, Pa. 15212
Phone: 321-4358

Bert L. Young
Schenley High School
Bigelow Blvd. and Center Avenue
Pittsburgh, Pa. 15213
Phone: 687-4322

Carolyn Strothers
Westinghouse High School
1101 N. Murtland Avenue
Pittsburgh, Pa. 15208
Phone: 661-7033

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

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RESPONSIBILITIES OF SCHOOL-BASED COORDINATORS

School-based coordinators are those who teach distributive education classes and are assigned the last two periods of the school day as coordinators to assume the following duties and responsibilities:

1. Become familiar with all OVT programs, with special emphasis on those taught within their own schools.
 - a. Know the instructors, location of classrooms, and students enrolled in skill-centered courses.
 - b. Identify and counsel students before coop placement, and assist OVT teachers in implementing the JEEP course of study.
 - c. Work with the central-based coordinator in your building in scheduling needed conferences with students if there is an employment problem to be resolved, and follow through with a report on remedial action.
 - d. Work closely with school administrators, teachers, coop work-experience students relative to schedules, aims and objectives of the program.
2. Check daily absence bulletin. A coop student is not permitted to work without attending school. If a coop student is absent, call the home to determine whether or not the student is working and not attending school.
3. Inform counselors and all teachers concerned as to the progress of students assigned to the work-experience program
4. Visit work stations regularly of coop students. There should be no less than two visits during a school term. A summary of each visitation must be made to the central coordinator.
 - a. Assume responsibility for a monthly report on distributive education students relative to gross earnings, deductions, net wages and reports for other programs when required.
 - b. Coordinate all visits with central-based coordinators.
5. Work with the school counselor in the presentation of visual aids to tenth and eleventh graders, relative to the selection of OVT courses.
6. Assume the responsibility for collecting and recording the following information:
 - a. An OVT placement card for each student in the skill-centered courses.
 - b. All records for senior students, including their grades and attendance for tenth, eleventh, and twelfth years.
 - c. All eleventh grade OVT students are to be kept in class lists.
 - d. Responsibility for distribution and collection of all rating cards, in cooperation with employer and with central coordinators.
 - e. Responsibility for distributing and collecting competency rating sheets from skill-centered instructors for use in placement of students.
 - f. Responsibility for completion of VEC employment certificates and employer-employee agreements.
 - g. Completion and/or collection of J.D. Forms 2, 3, and 4.
7. Cooperate and take active part in the development of job opportunities for the students in your school, regardless of curricula. Work closely with the counselor and the central-based coordinator in filling the requests made by students for jobs. A student need not be enrolled in OVT courses to avail himself of your services. Both school- and central-based coordinators are involved in filling job needs within your building.

SCHOOL CLUSTERS FOR JOB PLACEMENT SERVICES

Allderdice High School	Michael Dimperio
Mifflin Jr. High School	Edward J. Lockhard
Greenfield*	
Linden*	
Park Place*	
Regent Square*	
Sterrett*	
Swisshelm*	
Allegheny High School	Crist King
Conroy Jr. High School	Thomas P Stewart
Latimer Jr. High School	
Carrick High School	Marie Kirk
Knoxville Jr. High School	Virginia B. McCafferty
Overbrook*	
Banksville*	
Mt. Oliver*	
Fifth Avenue High School	Laura Williamson
Gladstone High School	Michael Dimperio
Hays*	
Langley High School	Crist King
Stevens*	Ruth T. Blain
Oliver High School	Edward Burger
Columbus Middle School	Martha A. Morton
Peabody High School	Murel Sneed
Dilworth*	Edith S. Singer
Fort Pitt*	
Friendship*	
Fulton*	
Liberty*	
McCleary*	
Morningside*	
Rogers*	
Perry High School	Edward Burger
McNaugher*	Fleurette Levicoff
Schenley High School	Anthony Gamberi
Herron Hill Jr. High School	Robert L. Young
Arsenal Middle School	
Frick*	
Holmes*	
Liberty*	
Woolslair*	

*Elementary Schools Housing Eighth Graders.

SCHOOL CLUSTERS FOR JOB PLACEMENT SERVICES

South High School

Laura Williamson
Julian H. Salzman

South Hills High School

Marie Kirk
Arthur Innamorato

Prospect Jr. High School

Knoxville Jr. High School

Beechwood*

Brookline*

West Liberty*

Westinghouse High School

Anthony Gamberi
Carolyn Strothers

Lemington*

*Elementary Schools Housing Eighth Graders.

APPENDIX III

NUMERICAL ABILITY

Directions

This test consists of fourteen numerical problems. Next to each problem there are five answers. You are to pick out the correct answer. If you do not find a correct answer, your choice will be E which means that a correct answer is not among the first four choices. Only one answer should be marked for each problem. Do your figuring on the scratch paper you have been given, and reduce fractions to lowest terms.

The following are examples of problems in the test.

Example X.

Add	13	A	14
	<u>12</u>	B	25
		C	16
		D	59
		E	none of these

In Example X, 25 is the correct answer - Letter "B".

Example Y.

Subtract	30	A	15
	<u>20</u>	B	26
		C	16
		D	8
		E	none of these

In Example Y, the correct answer has not been given so Letter "E" should be your choice.

Remember, each answer must be reduced to its simplest terms. For example, if two choices are $1\frac{1}{2}$ and $1\frac{2}{4}$, only the $1\frac{1}{2}$ is correct.

You will have 10 minutes for this test. Work as rapidly and as accurately as you can. Do not spend a long time on any one problem. If you are not sure of an answer, mark the choice which is your best guess.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. Add ANSWER

393	A 7908
4658	B 8608
3790	C 8898
<u>67</u>	D 8908
	E none of these

2. Subtract ANSWER

5473	A 2485
<u>2987</u>	B 2486
	C 2496
	D 3486
	E none of these

3. Multiply ANSWER

2.04	A 1.5300
<u>.75</u>	B 153.0
	C 1530
	D 15300
	E none of these

4. Divide ANSWER

46 $\overline{)69}$	A 1 $\frac{13}{46}$
	B 1 $\frac{23}{46}$
	C 1.5
	D 15
	E none of these

5. Divide ANSWER

3.6 $\overline{)72}$	A .02
	B .2
	C 2
	D 20
	E none of these

6. $\frac{3 \times 10}{5 \times 9} =$ ANSWER

	A $\frac{27}{50}$
	B $1 \frac{1}{2}$
	C $\frac{30}{45}$
	D $\frac{2}{3}$
	E none of these

7. Add ANSWER

4 $\frac{3}{4}$	A 26 $\frac{11}{14}$
9 $\frac{1}{2}$	B 27 $\frac{1}{8}$
<u>13 $\frac{7}{8}$</u>	C 28 $\frac{1}{2}$
	D 28 $\frac{11}{14}$
	E none of these

8. Add ANSWER

3 lbs. 3 oz.	A 28 lbs. 16 oz.
6 lbs. 7 oz.	B 28 lbs.
7 lbs. 5 oz.	C 27 lbs. 16 oz.
<u>11 lbs. 1 oz.</u>	D 18 lbs.
	E none of these

9. ANSWER

? = 33 $\frac{1}{3}\%$ of 963

	A 32.19
	B 231
	C 321
	D 32100
	E none of these

10. ANSWER

? = 12 $\frac{1}{2}\%$ of 816

	A .12
	B 12
	C 102
	D 104
	E none of these

11. ANSWER

$\frac{5}{9} = \frac{55}{?}$

	A 55/99
	B 11
	C 45
	D 99
	E none of these

12. ANSWER

List price = \$75.00
Discounts = 33 $\frac{1}{3}\%$; 2%

	A 25
	B 48.50
	C 49.50
	D 50
	E none of these

13. What one number can replace both question marks?

$\frac{4}{?} = \frac{?}{100}$

	A 1
	B 20
	C 25
	D 200
	E none of these

14. What one number can replace both question marks?

$\frac{8}{?} = \frac{?}{12 \frac{1}{2}}$

	A 1 $\frac{1}{2}$
	B 4
	C 64
	D 100
	E none of these

EXERCISE I - FOLLOWING DIRECTIONS

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Sample problem: Write the fifth letter of the alphabet.....(E)

Begin here:

1. Do you understand that each letter is to be a capital made like printing and put in the parenthesis after the problem? If so, write C in the parenthesis.....() 1
2. Will you remember not to ask any questions during the examination? If so, write Q.....() 2
3. Will you remember not to look toward the paper of any other pupil during the examination? If so, write L.....() 3
4. Will you remember not to turn over your booklet or any page of it at any time unless you are told to? If so, write B; if not, write N.....() 4
5. Write the letter O.....() 5
6. Write the eighth letter of the alphabet.....() 6
7. Write the same letter that you were told to write in the fifth problem.....() 7
8. Write the letter which follows the third letter of the alphabet.....() 8
9. Write the letter which the letter L follows in the alphabet.....() 9
10. If K comes after R in the alphabet, write K; if not, write R.....() 10
11. Suppose all the even numbered letters in the alphabet (that is, the 2d, 4th, 6th, etc.) were crossed out. The fifth letter left, not crossed out, would be what letter?.....() 11
12. Write the letter which follows the letter which comes next after B in the alphabet.....() 12
13. If E and F appear together in the alphabet, write E, unless T and Z also appear together in the alphabet, in which case write T instead.....() 13
14. Write the letter which is the third letter to the right of the letter which is midway between K and O.....() 14
15. Suppose that the first and second letters of the alphabet were interchanged, also the third and fourth, the fifth and sixth, etc. Write the letter which would then be the 14th letter in the alphabet.....() 15
16. A certain letter is the second letter to the left of another letter. This other letter is the fifth letter to the right of Q. What is the "certain letter" first mentioned?.....() 16
17. A certain letter is the fourth letter to the right of another letter. This other letter is midway between two other letters. One of these last two letters is next after E in the alphabet and the other is just before K in the alphabet. What is the "certain letter" first mentioned?.....() 17
18. If the letters in the word IF appear in the same order that they do in the alphabet and if the same is true of the letters in the word AN, write the letter Z. But if this is true of only one of these words, write the last letter of that word.....() 18
19. Find the letter which, in this sentence, appears a second time nearest the beginning. Write it, using a capital.....() 19
20. Find the two letters in the word AFTER which have just as many letters between them in the alphabet as in the word. Write the one of these two letters that comes first in the alphabet.....() 20

EXERCISE II - OPPOSITES

Samples: up.....(short, down, small, low, young)

hot.....(warm, ice, dark, cold, fire)

DIRECTIONS: Look at the first word on each line, think what word means exactly the opposite of it, find that word among the five words in parenthesis on that line and draw a line under it.

Begin here:

1. east.....(north, west, south, pole, equator)
2. yes.....(may-be, wrong, no, sure, nothing)
3. top..... (bottom, side, cover, inside, feet)
4. before.....(late, now, soon, when, after)
5. difficult.....(hard, quick, soft, easy, common)
6. friend.....(brother, acquaintance, enemy, wife, stranger)
7. succeed.....(win, decline, fail, accede, try)
8. command.....(officer, shout, order, obey, soldier)
9. beautiful.....(crooked, handsome, old, ugly, dirty)
10. brave.....(painful, fear, weak, stingy, cowardly)
11. pride.....(sorrow, humility, miserable, conceit, proud)
12. expand.....(burst, smaller, contract, vanish, stay)
13. genuine.....(coarse, counterfeit, adulterated, worthless, impure)
14. help.....(person, work, push, give, hinder)
15. love.....(like, anger, hate, strange, lover)
16. graceful.....(rough, homely, miserable, awkward, stout)
17. extravagant.....(miser, humble, economical, poor, wasteful)
18. cause.....(reason, because, origin, effect, why)
19. abolish.....(alter, create, continue, destroy, change)
20. loyal.....(treacherous, enemy, thief, coward, jealous)

EXERCISE III - DISARRANGED SENTENCES

Samples: men money for work.....(true false)

uphill rivers flow all.....(true false)

ocean waves the has.....(true false)

DIRECTIONS: The words on each line below make one sentence if put in order. If the sentence the words would make is true, underline the word true at the side of the page. If the sentence they would make is false, underline the word false.

Begin here:

1. eat grass cows.....(true false)
2. sail ocean ships the on.....(true false)
3. sun morning the the in sets.....(true false)
4. trees birds nests the in build.....(true false)
5. mountains live the in whales.....(true false)
6. comes Christmas a but year once.....(true false)
7. float iron water on will.....(true false)
8. days there in are week seven a(true false)
9. usually are of made tables wood.....(true false)
10. has short very a a neck giraffe.....(true false)
11. cream ice children like most.....(true false)
12. milk bees flowers gather the from.....(true false)
13. obtained sea sugar from is water.....(true false)
14. fuel wood are coal and for burned.....(true false)
15. substances light lead gold and are very.....(true false)
16. rivers lakes and many desert has a(true false)
17. moon earth the from feet twenty the is.....(true false)
18. hump camel has a his a back on.....(true false)
19. grow and apples ground oranges the in.....(true false)
20. music fond people many are of.....(true false)

EXERCISE IV - PROVERBS

DIRECTIONS: Read each proverb, find the statement that explains it, and put the number of that statement in the parenthesis before the proverb.

Proverbs (Group 1)

- () Make hay while the sun shines.
- () A drowning man will grasp at straws.
- () A stitch in time saves nine.
- () Rats desert a sinking ship.
- () In a calm sea every man is a pilot.
- () Destroy the lion while it is young.
- () He who would eat the kernel must crack the nut.
- () One swallow does not make a summer.
- () People who live in glass houses must not throw stones.
- () A mouse must not think to cast a shadow like an elephant.

Statements to Explain Proverbs in Group 1

1. It pays to attend to troubles before they get worse.
2. Leadership is easy when all goes well.
3. Make the best of your opportunities.
4. Those who would reap rewards must work for them.
5. It pays to do only one thing at a time.
6. Desperate people cling to absurd hopes.
7. Gsldr gtirnf d glrr gtom ud in fidsdyrt.
8. Weed out bad habits before they are too firmly established.
9. It is best to be silent when there is nothing to say.
10. Those who have faults should not criticize others.
11. Do not attempt the impossible.
12. A single sign is not convincing.

Proverbs (Group 2)

- () Every rose has its thorn.
- () A tree is known by its fruits.
- () All is not gold that glitters.
- () Where there is much smoke there must be some fire.
- () No wind can do him good who steers for no port.

Statements to Explain Proverbs in Group 2

1. Environment will not change one's nature
2. There is no happiness without its pain or sorrow.
3. Appearances are often deceptive.
4. It is better to be content with little than to gamble for more.
5. One cannot have the same luck forever.
6. No object can be attained without some sacrifice.
7. Deeds show the man.
8. We cannot help those who have no object in life.
9. Suspicious usually have some basis.
10. Association with evil is sure to leave its effect.
11. Who undertakes too much accomplishes little.
12. Division of responsibility brings poor results.

EXERCISE V

1.is to steer as pork is to.....

- A. cow --- pig
- B. beef -- pig
- C. bull -- pig
- D. beef -- chop
- E. bull -- chop

2.is to eagle as Pekinese is to.....

- A. sparrow -- collie
- B. sparrow -- Chinese
- C. flag ---- Chinese
- D. vulture -- Chinese
- E. vulture -- crow

3.is to river as coast is to.....

- A. flood -- beach
- B. tide --- sea
- C. bank --- sea
- D. flood -- sea
- E. tide ---- beach

4.is to dog as Guernsey is to.....

- A. terrier -- cow
- B. bark ----- cow
- C. tail ----- cow
- D. tail ----- Jersey
- E. bark ----- Jersey

5.is to constitution as prologue is to.....

- A. preamble ---- play
- B. independence--epilogue
- C. independence--play
- D. law ----- epilogue
- E. amendment --- epilogue

6.is to distance as pound is to.....

- A. far ----- ounce
- B. far ----- weight
- C. travel -- ounce
- D. rod ----- ounce
- E. rod ----- weight

7.is to fish as gun is to.....

- A. bait -- shot
- B. cod -- trigger
- C. rod -- shot
- D. cod -- bullet
- E. rod -- hunt

8.is to deft as awkward is to.....

- A. atlantis ---- minister
- B. object ----- minister
- C. atlantis ---- sacred
- D. war ----- atheist
- E. conscience -- minister

9. ...is to land as knot is to.....

- A. acre ---- rope
- B. mile ---- sea
- C. desert -- rope
- D. mile ---- meter
- E. farm ---- rope

10.is to physician as secretary is to.....

- A. doctor -----office
- B. nurse ----- executive
- C. doctor ---- stenographer
- D. medicine -- office
- E. medicine -- executive

11.is to prison as Louvre is to.....

- A. warden -- paramour
- B. warden --- museum
- C. warden -- France
- D. Bastille -- museum
- E. crime ----- artist

12.is to Canada as Havana is to.....

- A. Nome ---- Cuba
- B. Detroit - Cuba
- C. Toronto - Cuba
- D. Alberta - Cuba
- E. Alberta - Florida

13.is to all as part is to.....

- A. full --- separate
- B. each ---- separate
- C. each --- many
- D. full --- many
- E. each --- whole

14.is to diamond as circle is to.....

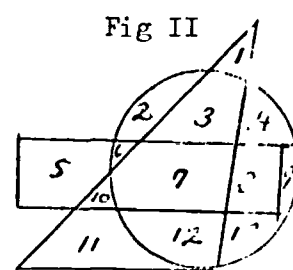
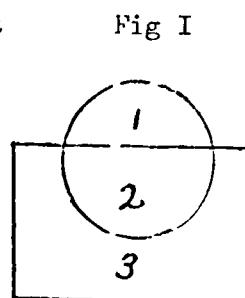
- A. gold ---- round
- B. square -- oval
- C. shape ---- round
- D. cube ---- round
- E. square -- round

EXERCISE VI - GEOMETRIC FIGURES

DIRECTIONS: Each problem asks a question that is answered by a number. Write the answer to each problem in the parenthesis after the statement of the problem.

Sample problem:

Look at Fig. I. What number is in the circle but not in the rectangle?.....()



1. What number in Fig. I is in the rectangle but not in the circle?.....()
2. What number in Fig. I is in both the rectangle and the circle?.....()
3. Look at Fig. II (at the right). What number is in the rectangle but not in the circle nor in the triangle?.....()
4. What number in Fig. II is in the rectangle and in the triangle but not in the circle?.....()
- (The remaining questions all refer to Fig. II.)
5. What number is in the circle and in the rectangle and in the triangle?.....()
6. What is the smallest number that is in the triangle but not in the circle nor in the rectangle?.....()
7. What is the largest number that is in the circle but not in the triangle nor in the rectangle?.....()
8. Write the number that is in the lowest space that is in the triangle and in the circle but not in the rectangle.....()
9. Find the geometrical figure (circle, triangle, or rectangle) that has the least number of spaces in it. Write that number of spaces.....()
10. How many spaces are there each of which is in all three geometric figures?.....()
11. How many spaces are there each of which is in one and only one geometric figure?... ()
12. How many spaces are there each of which is in two and only two geometric figures?.. ()
13. We may say that space 12 is like space 3 because they are both in the circle and triangle but not in the rectangle. Any space is like another which is in exactly the same geometrical figures. Write the number of the space which is like space 6. ()
14. Write the number of the space which is like space 1.....()
15. How many other spaces are there like space 9?.....()
16. There is no other space like space 5, so we may call space 5 unique (yūneek). Any space is unique which has no other space like it. Examine spaces 8, 9, 10, 11, 12, and 13 in order until you find another unique space. Write its number....()
17. How many unique spaces are there in Fig. II?.....()
18. What is the greatest number of unique spaces which it is possible to make by overlapping a circle, triangle, and rectangle? (You may draw any figures you wish on the margin of this page).....()
19. Also what is the least number of unique spaces possible?.....()
20. What is the greatest number of spaces which it is possible to make by overlapping a circle, triangle, and rectangle?.....()

EXERCISE VII - ANALOGIES

Samples: fingure:hand - toe: (?).....foot, knee, arm, show, nail
 clothes:man - fur: (?).....coat, animal, hair, skin, cloth
 tall:short - fat: (?).....man, wide, thin, boy, heavy

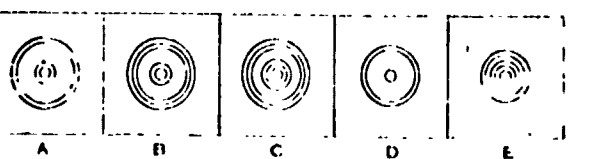
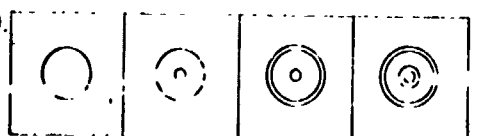
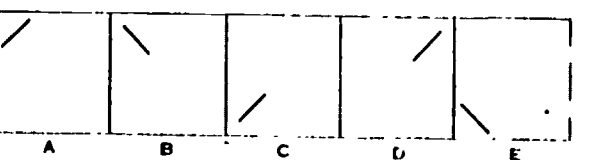
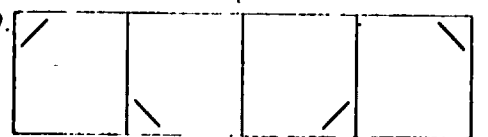
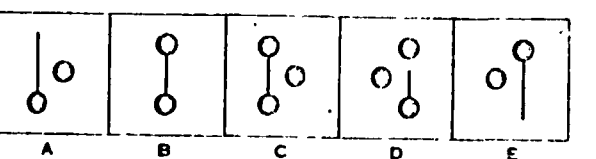
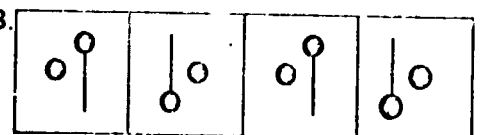
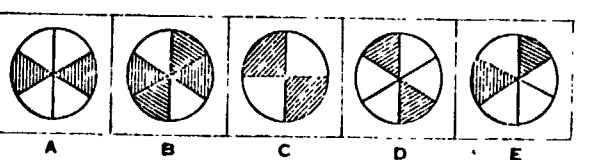
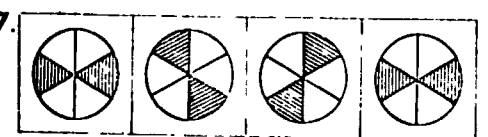
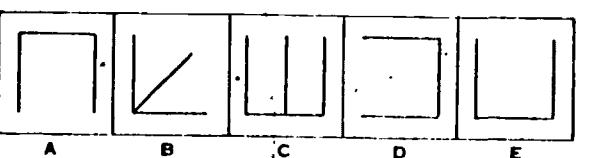
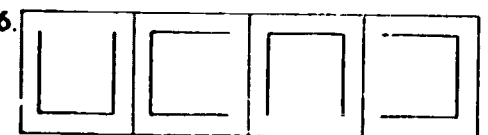
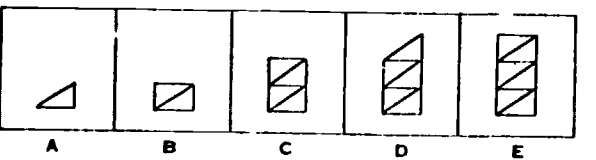
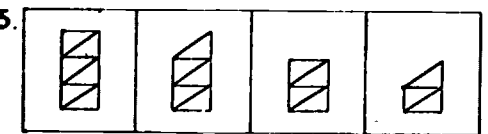
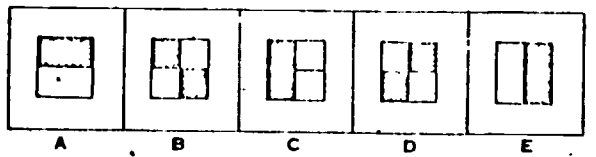
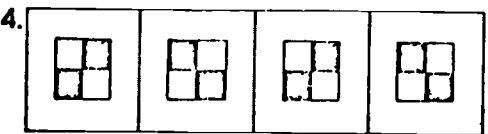
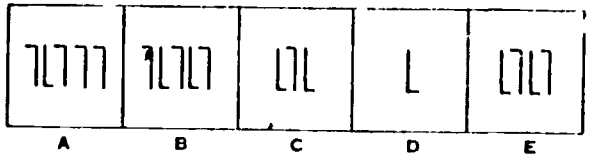
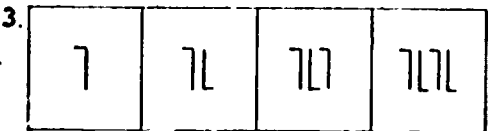
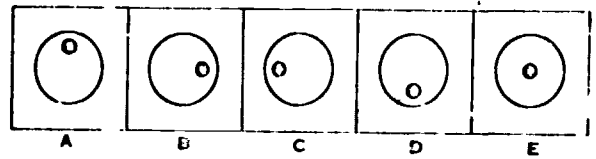
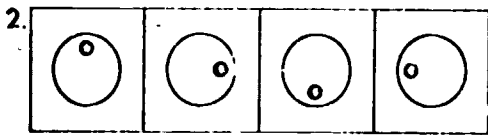
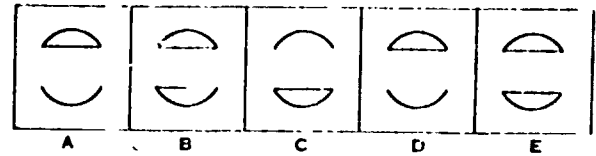
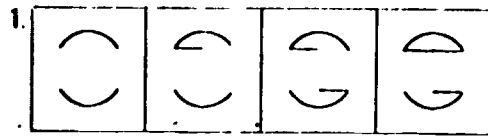
DIRECTIONS: The first sample means: Finger is to hand as toe is to what? Underline the word on each line that should go in the parenthesis in place of the question mark.

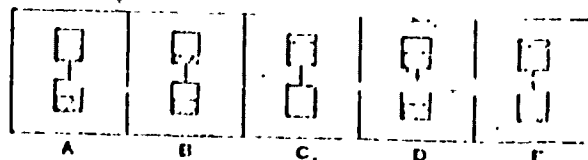
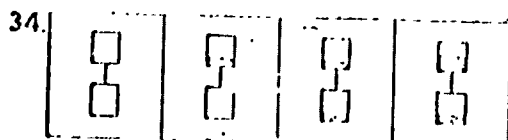
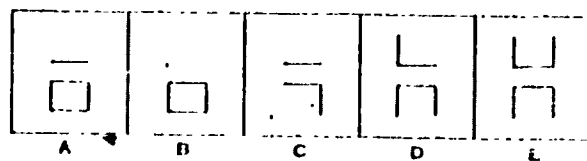
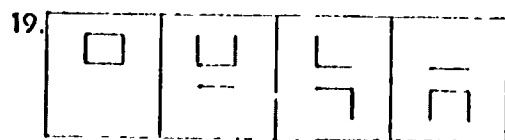
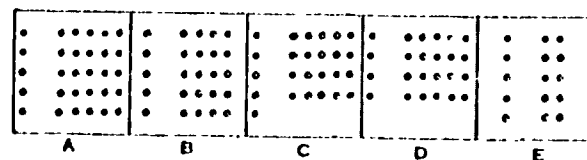
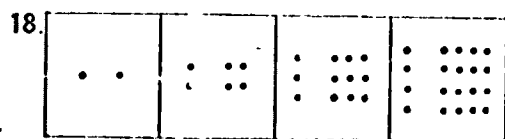
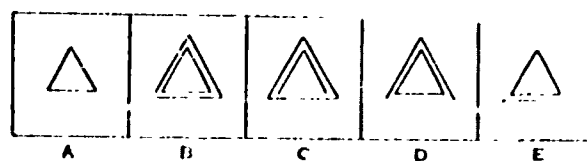
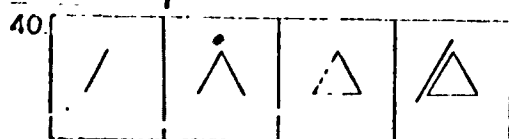
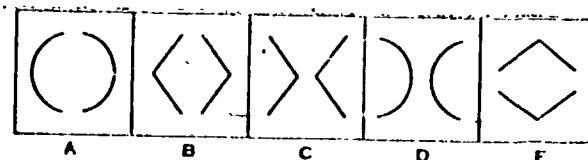
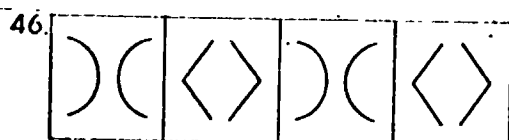
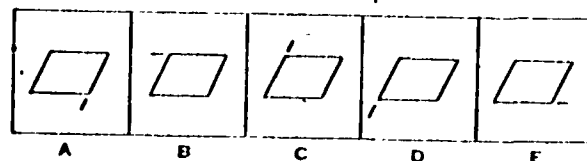
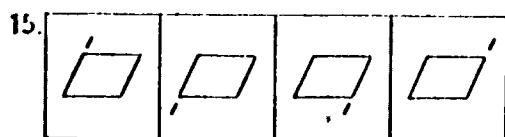
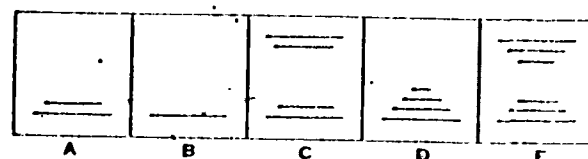
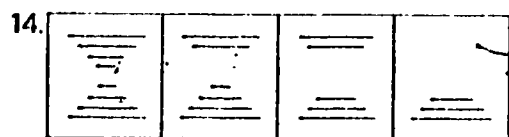
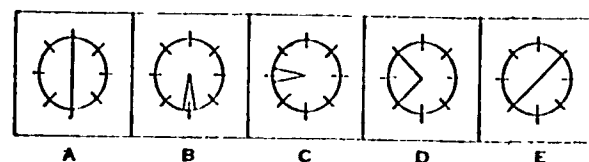
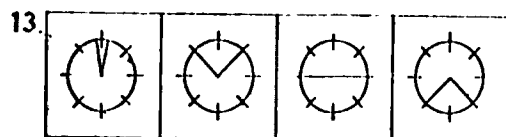
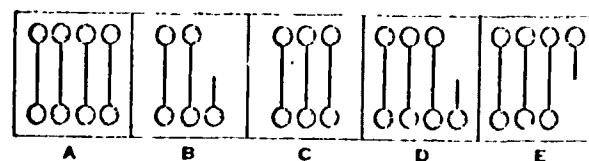
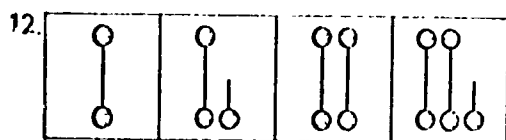
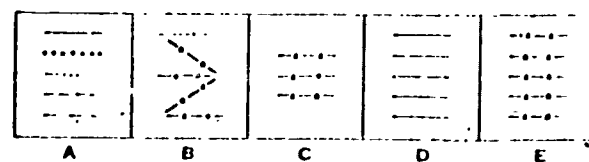
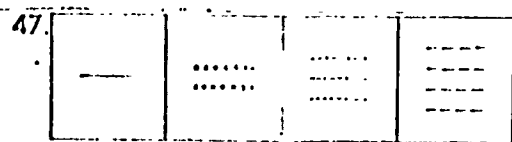
Begin here:

1. hand:arm - foot: (?).....leg, toe, finger, wrist, elbow
2. peeling:banana - shell: (?).....skin, orange, egg, juice, ripe
3. wool:sheep - feathers: (?).....pillow, rabbit, bird, goat, bed
4. coal:locomotive - (?) :automobile.....motorcycle, smoke, wheels, gasoline, horn
5. man:woman - brother: (?).....daughter, sister, boy, mother, son
6. automobile:wagon - motorcycle: (?).....walking, horse, buggy, train, bicycle
7. hospital:the sick - (?) :criminals.....doctor, asylum, judge, prison, sentence
8. hat:head - thimble: (?).....finger, needle, thread, hand, sewing
9. captain:ship - mayor: (?).....state, council, city, ship, boss
10. better:good - worse: (?).....very good, medium, bad, much worse, best
11. grass:cattle - bread: (?).....butter, flour, milk, man, horses
12. large:object - loud: (?).....soft, small, heavy, weight, sound
13. king:kingdom - president: (?).....vice president, senate, republic, queen
14. revolver:man - (?) :bee.....wing, honey, flying, wax, sting
15. egg:bird - (?) :plant.....seed, shell, leaf, root, feathers
16. education:ignorance - (?) :poverty.....laziness, school, wealth, charity, teacher
17. circle:square - sphere: (?).....circumference, cube, round, corners, ball
18. point:line - line: (?).....surface, pencil, dot, curve, solid
19. sanitation:disease - (?) :accident.....doctor, hospital, bandage, cleanliness, care
20. ordinary:exceptional - many: (?).....all, none, few, common, more

PROBLEM FIGURES

ANSWER FIGURES





--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

--	--	--	--

A	B	C	D	E

STOP. YOU MAY CHECK YOUR WORK ON THIS TEST. DO NOT TURN TO ANY OTHER TEST.

APPENDIX IV



BUS and STREET CAR

DIRECTORY

PITTSBURGH PUBLIC SCHOOLS -- PITTSBURGH, PENNSYLVANIA

LOCATION OF SCHOOLS AND HOW TO REACH THEM

(T) Transfer

*Operated A.M. and P.M. Rush Hours Only

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Admin. Bldg. 341 South Bellefield Avenue	All buses on 5th Avenue All buses on Forbes Avenue 61C McKeesport 67H Squirrel Hill 67C Wilkinsburg	5th and Smithfield Forbes and Stanwix Forbes and Stanwix Forbes and Stanwix Forbes and Stanwix	Bellefield Ave. Bellefield Ave. Bellefield Ave. Bellefield Ave.
Wilderdice High 2409 Shady Ave.	61C McKeesport 67H Squirrel Hill 64A East Liberty- Homestead Bus 74A Homewood- Greenfield- Squirrel Bus	Forbes and Stanwix Forbes and Stanwix Penn and Highland	Forward Ave. Forward Ave. Forward Ave.
160 Woods Run/ Crosstown		7th and Penn	Ohio and Sherman

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Arlington 220 Cobb Way nr. 2300 Jonquil Way Jonquil & Hart Ways	54A Arlington 54C North Side- Oakland--South Side (T) Transfer to 54A Arlington at Arlington and Browns- ville Road	Smithfield	Sterling St. Sterling St.
Arsenal Elem. 39th and Butler Sts.	91A Butler St.	6th and Penn	39th and Butler Streets
Arsenal Middle 40th and Butler Sts.	91A Butler St.	6th and Penn	40th and Butler Streets
Banksville Carnahan Rd.	36A Mt. Lebanon-- Banksville	Forbes and Stanwix	Carnahan Road
Baxter Brushton Ave. at Baxter St.	88 Frankstown 87 Ardmore 76 Hamilton 77B Frankstown	6th and Penn 6th and Penn 5th and Wood 5th and Market	Brushton Ave. Brushton Ave. Brushton Ave. Brushton Ave.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Beechwood Rockland near Sebring	42/38 Mt. Lebanon via Beechview	7th and Smithfield	Alton Street
Belmar N. Lang Ave. and Hermitage	88 Frankstown 87 Ardmore 77B Frankstown 74A Homewood-- Squirrel Hill	6th and Penn 6th and Penn 5th and Market	N. Lang Ave. N. Lang Ave. Lang Avenue Hermitage St.
Beltzhoover Cedarhurst and Etella Sts.	44 Knoxville 49 Beltzhoover	Any stop on Wood Any stop on Wood	Orchard and Beltzhoover Gearing and Sylvania Boggs Ave. and Soffel Street Palm Garden Shop
Boggs Avenue Boggs and Southern Aves.	41E Mt. Washing- ton 42/38 Mt. Lebanon via Beechview	Smithfield and 6th 7th and Smithfield	Boggs Ave. and Soffel Street Palm Garden Shop
Bon Air Bellevue and Cable St. (Continued)	35 Castle- Shannon-- Library	Grant or Wood	Bon Air Stop

School and
Location

Bus No. and Name

Board at

Leave at

Bon Air
(Continued)

36 Castle-
Shannon-
Drake
37 Castle-
Shannon
54C North Side-
Oakland-
South Side (T)
53 Carrick (T)
Transfer to 54D
Bon Air

Grant or Wood

Bon Air Stop

Grant or Wood

Bon Air Stop

McKinley and
Brownsville Rd.

Calle Street

Brookline
Woodbourne and
Pioneer

41D Brookline
Brookline Bus

Smithfield and 6th
6th and Wood

Pioneer Ave.
At school

Burgwin
Glenwood Ave.
and Mansion St.

56B East Pgh.-
Homestead
56C McKeesport
57 Glenwood*
56B E. Pgh.-
Homestead

4th and Smithfield

Mansion St.

4th and Smithfield

Mansion St.

4th and Smithfield

Mansion St.

Browns Hill and
Imogene Rd.

Mansion St.

School and
Location

Bus No. and Name

Board at

Leave at

Carmalt
Breining and
Georgette St.

41D Brookline

6th and Smithfield

Breining St.

Carrick High
125 Parkfield
Street

53 Carrick
51B Spencer Ave.

Any stop on Wood St.

Parkfield St.

Any stop on Fifth

Parkfield St.

Ave. in town

Any stop on Forbes

Parkfield St

in town

46A Brentwood

54C North Side-
Oakland-South
Side (T)

Transfer to 53
Carrick at
Brownsville and
Arlington

Parkfield St.

Chartiers
3799 Chartiers
Avenue

21C West Park (T)
Transfer to 24A
Broadhead at
Island Ave. and
Chartiers Ave.
McKees Rocks

Mellon Bank in
Gateway Center

Chartiers Ave.
and Vin Gap Rd.

School and
Location

Bus No. and Name

Board at

Leave at

Chatham
227 Bonvue St.

11D Perrysville
11F West View

6th and Penn
7th and Penn

Bonvue St.
Bonvue St.

Clayton
1901 Clayton
Avenue

11D Perrysville

6th and Penn

Wilson Ave.

Colfax
Beechwood Blvd.
and Phillips
Avenue

64A E. Liberty-
Homestead
61C McKeesport

Penn and Highland
Forbes and Stanwix

Murray and
Phillips
Murray and
Phillips
Phillips and
Beechwood

67H Squirrel Hill

Forbes and Stanwix

Columbus Middle
1805 Buena Vista
Street

16B Brighton Road
17B Avalon via
Shadeland

6th and Penn
6th and Penn

At school
At school

Concord
Brownsville Rd.
and Biscayne Dr.

53 Carrick

Any stop on Wood

Biscayne Dr.

Connelley Voc.
High
1501 Bedford
Avenue

85 Bedford
82 Lincoln

Liberty and Market
Liberty and Market

At school
Fullerton St.

School and
Location

Bus No. and Name

Board at

Leave at

Conroy Jr. High
and Elementary
Page and Fulton
Streets

16D Woods Run-
Crosstown
16E Reedsdale

7th and Penn
6th and Penn

Allegheny and
Western
Page Street

Cowley, Mary J.
Eloise St. and
Arch St.

16D Woods Run-
Crosstown
16B Brighton Rd.

5th Avenue
7th and Penn

Ridge at Arch

19C City View

Allegheny Square

W. North and
Arch Aves.
W. North and
Arch Aves.
W. North and
Federal

11D Perrysville

6th and Penn

16B Emsworth

6th and Penn

W. North and
Arch Aves.

16C Bellevue-
West View

6th and Penn

W. North and
Arch Aves.

11E Pineview

6th and Penn

W. North and
Federal

Crescent
Bennett and
Tokay St.

88 Frankstown
87 Ardmore
77B Frankstown

6th and Penn
6th and Penn
5th and Market

Oakwood St.
Oakwood St.
At school

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Davis, H.B.	64A E. Liberty-Homestead	Penn and Highland	Phillips Ave.
Phillips Ave. near Wightman Street	61C McKeesport 67H Squirrel Hill	Forbes and Stanwix Forbes and Stanwix	Phillips Ave. Phillips and Wightman
Dilworth Stanton and Collins Ave.	73 Highland 77D Highland	5th and Liberty 5th and Market	Stanton Ave. Stanton and Heberton
East Carnegie Alter and Doolittle St.	31A Crafton	Stanwix and Penn	Alter St.
East Hills Elementary 1725 Lincoln Ave.	82 Lincoln	6th Ave. at Smithfield	Campania Ave.
East Park 416 Lockhart St.	1E Etna 1F Millvale 6A Troy Hill	7th and Liberty 7th and Liberty 9th and Penn	Cedar Ave. Cedar Ave. Cedar Ave.
East Street 1612 East St.	11F West View 11F East Street*	7th and Penn. 7th and Penn	East and Rostock Sts. East and Rostock Sts.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Airview Hillview and Ringwood Sts.	35 Castle-Shannon Drake 36 Castle-Shannon-Library 37 Castle-Shannon	Any stop on Wood Any stop on Wood Any stop on Wood	Glenbury Stop Glenbury Stop Glenbury Stop
Fairywood Broadhead and Fording Rd. and Carr St.	26B Broadhead	Delray and Liberty	Broadhead Rd.
Fifth Avenue High 1800 Fifth Ave.	71 Negley 73 Highland 75 Wilkinsburg 76 Hamilton All busses on Forbes Ave.	5th and Liberty 5th and Liberty 5th and Liberty 5th and Liberty Forbes and Stanwix	5th and Dinwiddie 5th and Dinwiddie 5th and Dinwiddie 5th and Dinwiddie Miltentberger St.
Finewview Finewview and Hylea	11E Finewview	Liberty and 6th	Finewview Ave.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Forbes Forbes and Stevenson St.	All busses on Forbes Ave. 61A, 61B, or 61C All busses on Fifth Ave.	Forbes and Stanwix 5th and Liberty	Fride Street Stevenson St.
Fort Pitt N. Winebiddle Ave. and 5101 Hillcrest Street	88 Frankstown 89A Garfield	6th and Penn Penn and Highland	N. Atlantic and Penn Hillcrest St.
Frick, Henry Clay 107 Thackeray Street	All busses on 5th Avenue All busses on Forbes Ave. 61A, 61B, or 61C	5th and Smithfield Forbes and Stanwix	5th and Thackeray Bouquet and Forbes Ave.
Friendship Friendship and Roup Avenues	71 Negley 88 Frankstown 77D Highland	5th and Liberty 6th and Penn 5th and Market	Friendship Ave. Graham Street Graham Street
<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Fulton N. St. Clair St. and Hampton	71 Negley 73 Highland 77D Highland Bus	6th and Liberty 6th and Liberty 5th and Market	Negley and Hampton Highland and Hampton Highland and Hampton
Gladstone High and Elementary Hazelwood and Sylvan Aves.	56B E. Pgh.- Homestead 56C McKeesport	4th and Smithfield 4th and Smithfield	Hazelwood Ave. Hazelwood Ave.
Grandview 845 McLain St.	53 Carrick 54 1/2 Arlington Heights 49 Beltzhoover	Any stop on Wood 7th and Smithfield Any stop on Wood	Warrington Ave. and Allen Ave. Warrington and Allen Aves. Warrington and Allen Aves.
Greenfield Elem. and Jr. High Greenfield Ave. and Hawthorth St.	56E Greenfield	4th and Smithfield	Greenfield Ave. and Lydia St.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Larimer (Continued)	Transfer to 94B in East Liberty	Penn and Frankstown (Old Center Avenue)	Larimer and Winslow
Latimer Jr. High Tripoli and N. James Street	11F West View	7th and Penn	James Street
Lee 2125 Los Angeles Ave.	42/38 Mt. Lebanon via Beechview	7th and Smithfield	Shiras Ave.
Lemington Lemington Ave. and Paulson St.	71 Negley (T) 73 Highland (T) 75 Wilkinsburg (T) Transfer to 82 in East Liberty 88 Frankstown (T) 87 Ardmore (T) Transfer to 82 Lincoln at 74A Homewood- Squirrel Hill	5th and Liberty 5th and Liberty 5th and Liberty Penn and Highland 6th and Penn 6th and Penn Frankstown and Lincoln Forbes and Murray	East Liberty East Liberty East Liberty Lemington Ave. Frankstown and Lincoln Frankstown and Lincoln Lemington Ave. Lemington and Paulson
<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Letsche 1530 Cliff St.	81C Bedford	Liberty and Market	Manila Street
Liberty Elmer and Filbert Sts.	75 Wilkinsburg 77C Shadyside	5th and Liberty 5th and Market	Filbert St. Elmer St.
Lincoln Lincoln and Frankstown Aves.	82 Lincoln 88 Frankstown 87 Ardmore	Liberty and Market 6th and Penn 6th and Penn	Lincoln and Frankstown (Same) (Same)
Linden Linden Ave. nr. Beechwood Blvd.	All busses on Forbes 61A, 61B, or 61C (T) Transfer to 74A Homewood-Squirrel Hill 76 Hamilton (T) Transfer to 64A East Liberty- Homestead 67H Wilkinsburg	Forbes and Stanwix 5th and Smithfield Shady and 5th Forbes and Stanwix	Forbes and Murray Shady and 5th Shady and Wilkins Wilkins and Beechwood

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Madison Milwaukee and Orion Sts.	81C Bedford 82 Lincoln 84A Herron- Oakland	Liberty and Market Liberty and Market Fifth and Bouquet	At school Bryn Mawr Rd. Adelaide and Milwaukee
Manchester 1612 Manhattan Street	16D Woods Run- Crosstown 16E Reedsdale St.	7th and Penn 6th and Penn	Columbus and Chateau Beaver and Juanita
Mann, Horace 2819 Shadeland Avenue	16B Brighton Rd. 17B Avalon via Shadeland	6th and Penn 6th and Penn	Woodland Ave. Shadeland Ave.
Mifflin Ele. and Jr. High Mifflin Rd.	56C McKeesport 56A Lincoln Place	4th and Smithfield 4th and Smithfield	Crossroads, Lincoln Place Crossroads, Lincoln Place
Miller Miller and Forside	82 Lincoln	Liberty and Market	Miller Street
Minadeo, John 6502 Lilac St. (Continued)	56E Greenfield	4th and Wood	Loretta and Greenfield

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Minadeo, John (Continued)	61C McKeesport 64A E. Liberty- Homestead 74D Homewood- Greenfield- Squirrel Hill	Forbes and Stanwix Highland and Penn Forbes and Murray Beechwood Blvd. Shady Avenue	Murray and Lilac Murray and Lilac Murray and Lilac Murray and Lilac Murray and Lilac
Morningside Greenwood and Jancey Sts.	91A Butler St.(T) Transfer to 94B 71 Negley (T) Transfer to 94B	6th and Penn 62nd Street 5th and Smithfield Stanton Avenue	62nd Street Greenwood and Jancey Sts. Stanton Avenue Greenwood and Chislett
Morrow, John 1611 Davis Ave.	16B Brighton 16C Bellevue- West View 17B Avalon via Shadeland	6th and Penn 6th and Penn 6th and Penn	Davis Avenue Davis Avenue Tolson and Glenning Ave.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Morse 25th and Sarah Sts.	54A Arlington Heights 51D Churchview 51B Spencer Ave. 51F Homestead- Mt. Oliver via South Side 54C North Side- Oakland-South Side	Any stop on Smithfield Fifth Avenue Fifth Avenue Fifth Avenue	25th Street S. 25th and Carson S. 25th and Carson S. 25th and Carson Carson and 22nd
Mt. Oliver 326 Hays Avenue	53 Carrick	Wood Street	Brownsville and Ormsby
Murray, Philip Reckenwald St.	51G Mt. Oliver	5th and Smithfield	Fisher and Mountain
McCleary McCandless and Holmes St.	91A Butler Street 94A Stanton Heights	6th and Penn Stanton at Negley or Broad and Highland	McCandless Ave. Holmes Street
<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
McKelvy Bedford Ave. and Erin St.	81C Bedford 82 Lincoln	Liberty and Market Liberty and Market	Erin Street Erin and Centre Ave.
McNaugher Maple and Charles St.	11D Perrysville	6th and Penn	Charles St.
Northview Heights 310 Mt. Pleasant Road	6B Spring Hill	6th and Liberty	At school
Oakwood Durbin St.	31A Crafton- Carnegie 31D-E Bridgeville	Penn nr. Stanwix Forbes and Stanwix	Oakwood St. Durbin St.
Occupational, Voc., Tech. Center 635 Ridge Ave.	16E Reedsdale	6th and Penn	At school
Oliver, D. B. High Brighton Rd. and Island Avenue	16B Brighton 17B Avalon via Shadeland	6th and Penn 6th and Penn	At school At school

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Overbrook 2140 S. Mill Run Blvd.	35 Castle Shannon- Library	Any stop on Wood	Central Stop
	36 Castle Shannon- Drake	Any stop on Wood	Central Stop
	46B Baldwin Manor	Grant St. and 5th	At school
	46F Baldwin, Highland	Forbes Avenue	At school
Park Place 309 S. Braddock Ave. and Brashear St.	75 Wilkinsburg	5th and Liberty	Penn and Braddock
	67C Wilkinsburg- Oakland	Forbes and Stanwix	Penn and Braddock
Peabody High Margaretta and N. Beatty	73 Highland	5th and Liberty	Margaretta St.
Perry High Perrysville and Semicir St.	11D Perrysville	6th and Penn	Perrysville Ave. and East St.
	11F West View	7th and Penn	Perrysville Ave. and East St.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Phillips S. 20th and Sarah Sts.	51D Churchview	Fifth Avenue	S. 20th and Carson Sts.
	51B Spencer Ave.	Fifth Avenue	S. 20th and Carson Sts.
	51F Homestead	Fifth Avenue	S. 20th and Carson Sts.
	51G Mt. Oliver	Fifth Avenue	S. 20th and Carson Sts.
	54C North Side- Oakland-South Side		S. 20th and Carson Sts.
Pioneer Dunster and La Moine Sts.	41A Dormont-Sunset	Smithfield and 6th	Chrysler St.
Prospect Jr. High and Elementary Prospect near Southern	41E Mt. Washington	Smithfield and 6th	Prospect St.
Regent Square Henrietta and Milton Streets	61B Braddock Swirevale	Forbes and Stanwix	Henrietta St.
	69C Regent Square	Wilkinsburg R.R. Station	Overton and Milton Sts.

School and Location
Rogers, James E.
Columbo St. nr
N. Negley Ave.

Bus No. and Name
71 Negley
77D Highland

Board at
5th and Liberty
5th and Market

Leave at
Negley and
Margaretta
Negley and
Margaretta

Roosevelt, Quentin
The Boulevard

53 Carrick

Smithfield St. Stops

The Boulevard

Schaeffer
1235 Clairhaven
St. off
Stratmore

26A Sheraden-
Ingram

Stanwix nr. Penn

Stratmore Ave.

Schenley High
Bigelow Blvd.
and Center Ave.

82 Lincoln

Liberty and Market

Bigelow and
Centre

77D Shadyside

5th and Market

Bigelow and
Centre

54C North Side-
Oakland-South
Side

Centre and
Craig St.

Schiller
1018 Peralta
Street

6C Spring Garden
1E Etna Bus

6th and Liberty
7th and Liberty

Peralta
Ohio and
Chestnut Sts.
Ohio and
Chestnut Sts.
Peralta St.

1F Millvale

7th and Liberty

6A Troy Hill

9th and Penn

6C Spring Hill

6th and Liberty

School and Location

Bus No. and Name

Board at

Leave at

Service Center
S. 13th and
Mariel Sts.

54A Arlington

Any stop on
Smithfield

14th and Carson

53 Carrick

Any stop on
Smithfield

14th and Carson

Sheraden
3120 Allendale
Street

26A Ingram-
Sheraden

Stanwix and Penn

Allendale and
Chartiers Ave.

South High
South 10th
and Carson Sts.

54A Arlington
Heights

Any stop on
Smithfield

10th and Carson

51F Homestead via
South Side

Any stop on 5th
Avenue

10th and Carson

South Voc. High
S. 10th and
Sarah Sts.

54A Arlington
Heights

Any stop on
Smithfield

10th and Carson

51F Homestead via
South Side

Any stop on
Smithfield

10th and Carson

South Hills
Ruth and
Eureka Sts.

44 Knoxville

Any stop on Wood

South Hills
Junction

53 Carrick
(via Tunnel)*

Any stop on Wood

South Hills
Junction

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Spring Garden 1501 Spring Garden Avenue	6C Spring Garden	6th and Liberty	Lager Street
Spring Hill 1351 Damas St.	6B Spring Hill 11D Perrysville (T) Transfer to 19C City View	6th and Liberty 7th and Penn Charles and Perrysville	Haslage St. Charles St. At school
Sterrett S. Lang and Reynolds St.	75 Wilkinsburg 67C Wilkinsburg- Oakland 74A Squirrel Hill- Homewood	5th and Smithfield Forbes and Stanwix Forbes and Murray Homewood and Frankstown Homewood and Hamilton	Lang and Penn Avenue Lang and Penn Avenue S. Lang and Reynolds S. Lang and Reynolds S. Lang and Reynolds
<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Stevens, Thaddeus 822 Crucible St.	31 Elliot-Sheraden- Ingram Bus Oriole Bus Rt. 6, 7, or 6/8	Penn and Stanwix 5th and Wood Delray and Liberty	Lorenz Avenue Amherst St. Amherst St.
Sunnyside 4801 Stanton Ave.	71 Negley (T) 91A Butler St. (T) Transfer to 94A Stanton Heights	5th and Liberty 6th and Penn Butler and Stanton Stanton and Negley	Stanton and Negley Butler and Stanton Oranmore St.
Swisshelm Whipple and Pocono St.	61B Swissvale (T) Transfer to 69A Swisshelm Park	Forbes and Stanwix Schoyer Ave.	Schoyer Ave. Whipple and Pocono
Wann, Robert Lee 631 Watt St.	31C Bedford 84A Harmon- Oakland	Liberty and Market Kirkpatrick and Centre or Fifth and Bouquet	Watt Lane Watt Lane

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Warehouse 2101 Liberty Avenue	87 Ardmore	6th and Penn	21st. and Liberty
	88 Frankstown	6th and Penn	21st. and Liberty
	91A Butler St.	6th and Penn	21st. and Liberty
Washington Educational Center 169-40th St.	91A Butler St.	6th and Penn	40th St.
Weil, L. Leo Center and Soho	82 Lincoln	Market and Liberty	Center and Soho
	81A Terrace Village	5th and Market	Kirkpatrick and Center
Westinghouse High 1101 N. Murtland Ave.	88 Frankstown	6th and Penn	N. Murtland Ave.
	87 Ardmore	6th and Penn	N. Murtland Ave.
	77B Frankstown	5th and Market	N. Murtland Ave.
West Liberty Dunster and LaMoine	41A Dormont-Sunset	Smithfield and 6th	Chrysler St.

<u>School and Location</u>	<u>Bus No. and Name</u>	<u>Board at</u>	<u>Leave at</u>
Vestwood Shedyhill Rd. nr. Warriors Rd.	36D Westwood	Stanwix and Forbes	Warriors Rd.
Whittier Meridan and Pawnee	40 Mt. Washington Duquesne Incline	7th and Smithfield West Carson near Point Bridge	Meridan St.
Wightman Solway and Wightman Sts.	All busses on Forbes Ave. 61A, 61B, or 61C 64A E. Liberty-Homestead 67C Wilkinsburg Oakland	Forbes and Stanwix Penn and Highland Forbes and Stanwix	Wightman St. Solway Street Wilkins and Wightman
Woolslair 40th and Liberty Ave.	87 Ardmore 88 Frankstown	6th and Penn 6th and Penn	40th and Liberty 40th and Penn

APPENDIX V



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
BUREAU OF WOMEN AND CHILDREN
HOURS AND WAGES

Abstract of

CHILD LABOR LAW

MINIMUM AGE: Minors under 14 years of age may not be employed or permitted to work in any establishment or in any occupation, except children employed on farms or in domestic service in private homes. However, under certain restrictions, caddies may be employed at the age of 12 and juvenile performers in the entertainment field at the age of 7 years.

EMPLOYMENT CERTIFICATES: No minor under 18 years of age shall be employed without an employment certificate, kept on file by the employer. GENERAL and VACATION EMPLOYMENT CERTIFICATES are issued by school authorities. Employers may require PROOF OF AGE CARDS issued by school authorities for minors, aged 18 through 20 years. For the employment of minors in theatrical and other performances at ages and hours otherwise prohibited, SPECIAL PERFORMANCE PERMITS are required. These are issued by the Bureau of Women and Children, Hours and Wages, Department of Labor and Industry, Harrisburg.

Ages	HOURS OF EMPLOYMENT	NIGHT WORK
14 & 15	<p>During school term: Maximum 4 hours on school days, 8 hours on any other day and 18 per week, and only at a time that does not interfere with school attendance.</p> <p>During school vacation: Maximum 8 hours per day, 44 hours per week.</p>	Employment prohibited after 7 p.m. and before 7 a.m. (Exception: Male minors over 14 years may be employed at distributing or selling newspapers, magazines or other publications between 6 a.m. and 8 p.m.)
At any time: Maximum employment 6 days per week; 30 minute meal period required after 5 hours work.		

Ages	HOURS OF EMPLOYMENT	NIGHT WORK
16 & 17	<p>During school term: Maximum 28 hours per week if enrolled in regular day school.</p> <p>During school vacations: and at any time for minors with General Employment Certificates, maximum 8 hours per day, 44 hours per week.</p>	<p>Girls may not work before 6 A.M. nor after 9 P.M. However, students in a supervised school-work program may work to 10 P.M.</p> <p>During school term, students may not work after 11 p.m. and before 6 a.m.</p> <p>During school vacations, no night work limit for students. No night work limit at any time for legally excused from school attendance.</p>
At any time: Maximum employment 6 days per week; 30 minute meal period required after 5 hours of work.		

PROHIBITED OCCUPATIONS: See reverse side. Additional information is available at the district offices.

Address inquiries, complaints, or requests for additional copies of this poster, to one of the offices of the Bureau of Women and Children, Hours and Wages, Department of Labor and Industry listed:

HARRISBURG 17120
1161 Labor & Industry
Building
Phone 787-1670

PHIL. 16591
G. Daniel B. W. in Bldg.
Phone GR 2-4-42

PHILADELPHIA 19130
State Office Bldg.
Phone 568-1900
Ext. 8088

SCRANTON 18503
N. E. Penn. Bldg. Bldg.
and 1st Fl. Bldg.
Phone BL 6-1390

PITTSBURGH 15222
State Office Bldg.
Phone 391-2163
Ext. 253

ALTOONA 16691
1128 Flower St. Ave.
Phone 911-0231

SPECIAL ATTENTION IS CALLED TO THE PROHIBITION OF THE FOLLOWING:

**Sec. 625 —
Motor Vehicle
Code:**

Operating Motor Vehicles: At ages 14 and 15, operating a motor vehicle of any description. At ages 16 and 17 operating a motor vehicle or tractor on any highway as a paid employee.

**Sec. 493 (13)
Liquor Code**

Liquor: Under 18, employed in, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed. At ages 18 to 21, serving or handling alcoholic liquors where sold or dispensed.

THE GENERAL ASSEMBLY OF THE COMMONWEALTH OF PENNSYLVANIA HEREBY ENACTS AS FOLLOWS:

Section 1. The third paragraph of section 5, act of May 13, 1915 (P.L. 286), known as the "Child Labor Law", amended August 23, 1961 (P.L. 1107), is amended to read:

Section 5. * * *

No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold, or dispensed; nor in a bowling alley; nor in a pool or billiard room: Provided, That male or female minors sixteen years of age and over may be employed and permitted to work in a bowling alley, or that part of a motel, restaurant, club or hotel in which liquor or malt or brewed beverages are not served.

* * *

Section 2. This act shall take effect immediately. Signed by Governor Shapp, October 15, 1971.

Schedule of Hours of Work for Minors under 18 (Form LIWC 19) Must Be Posted and Kept Current.

PENALTY: Any person or any agent or manager for any person violating or permitting any violation of the Child Labor Law shall upon conviction, be subject to a fine of not less than \$50 nor more than \$200 for the first offense and not less than \$100 nor more than \$300 for any subsequent offense or to imprisonment for 10 days, or both.

Under the Workmen's Compensation Law, fifty percent additional compensation shall be paid to any minor injured while illegally employed, all of which shall be paid by the employer.

PROHIBITED OCCUPATIONS FOR MINORS

UNDER 21.

Mines Other than Coal: Operating a hoisting passenger machine.

Printing and Allied Industries: Operating power driven paper cutter or circular saw*.

Tunnel Construction: Hoisting engineer, signalman, or locomotive driver.

UNDER 18

Boats: Pilot, fireman, or engineer on any boat or vessel.

Bricks: Working on horizontal or vertical pug mills.

Crane operators: Cranes and Hoists.

Electrical work: All outside and inside electrical wiring*.

Installing, removing and testing electric meters*.

Elevators: Operators or managers of passenger or freight elevators, or hoisting or lifting machinery.

Excavating: Within tunnels or shafts; trenches more than four feet in depth*.

Explosives: Where explosives are manufactured, handled, or stored.

Highways: Section hand.

Machinery: Cleaning or oiling machinery in motion. Operating or assisting in the operation of the following: Tannery wheels*, metal plate bending machine*, or log machines*, latheries*, punch presses**, wire-stitching machine*, woodworking machinery (power driven)*.

Meat grinders: Operation of power driven food chopping, meat grinding, slicing or processing machines*.

UNDER 15

Metal Industries: Work in rolling mills*, handling bull ladles, about furnaces.

Mines: Dangerous occupations.

Motion pictures: Projectionist.

Paint, acids, and poisons: In any capacity in the manufacture of paint, colors, or white-lead; poisonous dyes; compositions using dangerous lead or acids.

Pits and Quarries: Most occupations.

Pool and Billiard Rooms: Any occupation.

Radioactive Substances: In all occupations involving exposure to radioactive substances***, and to ionizing radiation***.

Railroads and railways: Call boy, section hand, track repairing, gate-tending.

Roofing: All occupations*.

Rivets: Heating and passing rivets, except under special conditions

Spray Coating: Spray coating*.

Slaughtering and Meat Packing: Most occupations.

Tanneries: Tanning process.

Welding: Acetylene or electric welding*.

Window cleaning: above ground level.

Wrecking and Demolition: All occupations.

*Except apprentices, student learners, and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.

**Except apprentices, student learners, laboratory student aides and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.

***Except laboratory student aides and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.

UNDER 16

Boats: Working on any boat engaged in transportation of passengers or merchandise.

Bowling Alleys: In any occupation.

Building Trades: Heavy work.

Coal Dredges: Any work on coal dredges.

Heating and passing rivets.

Manufacturing: Any manufacturing or mechanical process.

Mines: Any anthracite or bituminous or any other mine.

Railroads: Any steam, electric, or other railroad.

Scaffolding: On scaffolding.

Strikes or lockouts: Unless legally certificated to work before strike or lockout.

Tobacco: Stripping or assorting tobacco.

Tunnels: Work in any tunnel.

APPENDIX VI

PITTSBURGH PUBLIC SCHOOLS
CONNELLEY SKILL AND LEARNING CENTER
DIVISION OF POST SECONDARY EDUCATION

I. 13th and 14th Year Skill Programs

Classes 7:50 A.M. - 5:30 P.M.

A. Entry Level Programs
(No prerequisites)

1. Air Conditioning & Refrigeration
2. Auto Mechanics
3. Bricklaying
4. Cabinetry
5. Carpentry
6. Clerk Typist
7. Commercial Art
8. Data Processing
9. Drafting & Design
10. Electric Power
11. Electric Wiring
12. Electronics
13. Machine Operation
14. Marketing
15. Plumbing
16. Printing
17. Radio & Television
18. Research Laboratory Assistant
19. Sheet Metal, Heating-Ventilating
20. Welding

B. Post Graduate Programs

1. Advanced Drafting & Design Technology
2. Auto Machinist Technology
3. Automotive Transmission & Front End Specialist
4. Air Conditioning & Refrigeration
5. Computer Programming
6. Electronic Technology
7. Graphic Arts Technology
8. Machine Tool Technology
9. Mobile Diesel Technology
10. Research Development Laboratory Technician
11. Welding Technology
12. Cosmetology (Management-Instruction)
13. Food Specialist

Prerequisites for Post Graduate Programs

1. Completion of basic courses in OVT programs
or
2. Technical or college training
or
3. Experience in field.

Entry level programs for those who have none of the above. It is possible to work on ABE or GED test for high school equivalency.

The 13th and 14th Year Skill Programs are being conducted on a cluster area basis. This then means that the student does not train for one skill, but for a cluster of skills. The subject material is taught in modular units. The length of each module is a multiple of 18. Student schedules are individually devised. The 2:30 P.M. to 5:30 P.M. option is to help us to retain students during a period of maximum capacity. Regular classes begin at 7:50 A.M. and end at 2:30 P.M.

II. Health Occupations

Classes 7:50 A.M. - 4:00 P.M.

- | | |
|---------------------------|-----------------------|
| 1. Practical Nurse | 4. Nurse Aide/Orderly |
| 2. Surgical Technician | 5. Dental Assistant |
| 3. Medical Lab. Assistant | 6. Dental Technician |

Permission has been granted by the Health Occupations Department in Harrisburg to pilot the cluster area of Health Occupations. The goal is to begin a Health Occupations cluster in February, 1972.

III. Manpower Development and Training Programs

A. Full-Time Classes 7:50 A.M. - 3:50 P.M. or
1:30 P.M. - 9:30 P.M.

- | | |
|-------------------------------|-------------------------|
| 1. Auto Body (Washington) | 8. Food Service |
| 2. Auto Mechanics (Gladstone) | 9. Machine Operator |
| 3. Clerical | 10. Medical Secretary |
| 4. Cosmetology (South) | 11. Nurse Aide #1 |
| 5. Drafting | 12. Surgical Technician |
| 6. Electric Appliance | 13. Welders |
| 7. Fitters | |

B. Part-Time

- | | | |
|---------------------|-------------------|-----------------------|
| 1. Clerk Steno | Tuesday & Friday | 6:30 P.M. - 9:30 P.M. |
| 2. Clerk Typist | Tuesday & Friday | 6:30 P.M. - 9:30 P.M. |
| 3. Off-Set Printing | Monday & Thursday | 6:30 P.M. - 9:30 P.M. |

Manpower Development and Training classes on prime time begin at 7:50 A.M. and end 3:30 P.M. The second shift, necessary because of the laboratories being used by the day school students, begins at 1:30 P.M. and ends 9:30 P.M.

IV. Learning Center

Classes 8:30 A.M. - 4:30 P.M.

A. Adult Education Department

Remedial

1. English
2. Reading
3. Language Arts
4. Basic Mathematics
5. Social Skills
6. Education Development Laboratory

General Education Development Test Preparation

1. English
2. Reading
3. Social Science

GED Testing Department located in Learning Center - 8:30 A.M.-4:00 P.M.

Satellite Areas:

Immigrant English Classes located at Forbes School 8:30 A.M. - 3:15 P.M.

Neighborhood Youth Corps located at YWCA, Fourth & Wood Sts. 9:00 A.M.-12:00

V. Connelley Annex

A. Educational Medical Program (Grades 7 - 12)

The Educational Medical School provides an uninterrupted education process for those girls who have become pregnant while still attending school. Girls usually enter the Educational Medical School near the beginning of their second trimester of pregnancy, and they stay until they deliver.

B. Project Goodwill

1. Commercial Foods
2. Commercial Sewing
3. Fabric Maintenance
4. Basic Clerical

Project Goodwill, a training program for the unemployed and underemployed, helps economically, emotionally, and socially handicapped persons find vocations that will be satisfying and productive. It provides them with marketable skills to re-enter or enter for the first time the work sub-culture.

VI. Adult and Continuing Education

A. Satellite ABE

Classes 6:30 P.M. - 9:30 P.M.
Monday, Tuesday, Thursday

Arsenal
Woolslair

Latimer Junior
Fairwood

Fifth Avenue High

Peabody

Frick
Montefiore Hospital

South High

Greenfield
St. Francis Hospital

Weil
Presbyterian Hospital

Holmes
West Penn Hospital

Westinghouse

B. Connelley Standard Evening High School

Classes 6:30 P.M. - 10:10 P.M.
Monday, Wednesday, Thursday

1. English
2. Spanish
3. French
4. Applied Mathematics
5. General Mathematics
6. Algebra
7. Geometry
8. Trigonometry
9. History
10. American Government
11. Sociology
12. Economics

13. Physical Science
14. Biology
15. Chemistry
16. Earth & Space
17. Physics
18. Chemistry Lab.
19. Typing
20. Transcription
21. Shortand
22. Bookkeeping
23. Office Machines
24. Business Law

C. Connelley Vocational-Technical Night School

Classes 7:00 P.M. - 10:00 P.M.
Tuesday and Thursday

1. Air Conditioning & Refrigeration
2. Carpentry
3. Cashiering
4. Computer
5. Drafting
6. Electronics

7. Electric Wiring
8. Machine Theory
9. Nursing
10. Printing
11. Radio & TV

D. Satellite Classes 7:30 P.M. - 9:30 P.M.
Tuesday and Thursday

	<u>Continuing Education</u>	<u>Vocational-Technical</u>
1. Allegheny	Immigrant English	Sewing Typing 1, 2 Shorthand 1, 2 *Sheet Metal 1,2,3,5,AG Cabinet Drafting Auto Mechanics Radio & TV Air Conditioning/Refrigeration
* Monday, Tuesday, Wednesday, Thursday		
2. Langley	English Math	Bookkeeping Shorthand 1 Dictation Typing 1 Advanced Typing Sewing
3. Carrick		Sewing Typing 1, 2 Shorthand 1, 2 Office Machines
4. South Hills		Shorthand 1, 2 Typing 1, 2 Sewing Upholstery
5. Fifth Avenue	Immigrant English	Typing 1, 2 Shorthand 1, 2 Sewing
6. Greenfield (Monday, Tuesday, Thursday)		Clothing
7. Gla		Shorthand 1, 2 Typing 1, 2 Clothing Upholstery

Satellite (continued)Continuing EducationVocational-Technical

8. South

Immigrant English

Sewing
 Typing
 Shorthand
 Auto Body
 Baking
 Carpentry
 *Welding
 Plumbing

*Tuesday, Wednesday, Thursday

9. Peabody

Italian
 Immigrant English &
 Americanization

Typing 1, 2
 Shorthand 1, 2
 Millinery
 Upholstery
 Clothing

10. Washington Education Center

Welding
 Bricklaying
 Auto

11. Westinghouse

Type 1
 Advanced Type
 Shorthand 1
 Furniture Repair
 Clothing
 Millinery

END